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COLLEGE OF FOREIGN LANGUAGES

DEPARTMENT OF ENGLISH

NGUYỄN THỊ HỒNG HÀ - NGUYỄN THỊ THU HOÀI

ENGLISH WRITTEN PROFICIENCY

ADVANCED 2

PART 1 WRITING

GIÁO TRÌNH

BÚT NGỮ TIẾNG ANH CAO CẤP 2

PHẦN 1 KỸ NĂNG VIẾT

COURSEBOOK

Sách tặng

NGUYỄN
HỌC LIỆU

1



NHÀ XUẤT BẢN ĐẠI HỌC THÁI NGUYÊN

NGUYỄN THỊ HỒNG HÀ, NGUYỄN THỊ THU HOÀI

(Đồng chủ biên)

**GIÁO TRÌNH
BÚT NGỮ TIẾNG ANH
CAO CẤP 2**

(Phần 1: Kỹ năng viết)

**NHÀ XUẤT BẢN ĐẠI HỌC THÁI NGUYÊN
NĂM 2016**

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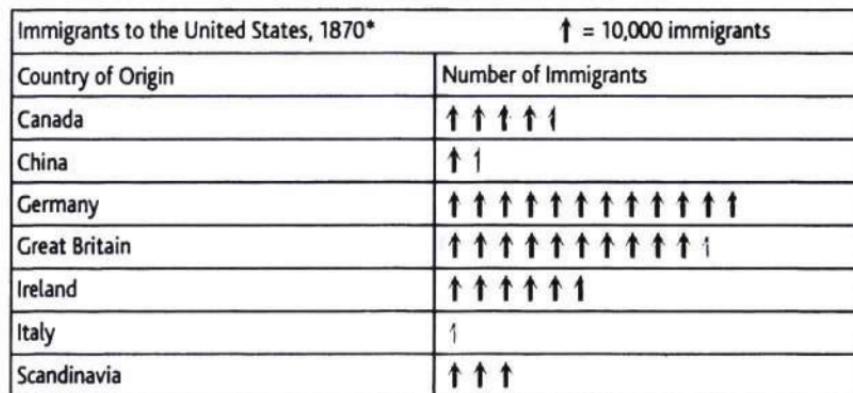
PART 1:

DESCRIBING GRAPHS, CHARTS AND TABLES

UNIT 1: INTRODUCTION TO GRAPHS, CHARTS AND TABLES

LEAD-IN

Activity 1: Study the table below, and then answer the questions.



*Selected Countries Source: Historical Statistics of the United States: Colonial Times to 1970

1. What does each symbol of a person represent?
.....
 2. About how many immigrants from Great Britain came to the United States in 1870?
.....
 3. From which country did the largest group of immigrants arrive in 1870?
.....
 4. Using the blank table below, create a table based upon the information above.

1. Understanding the task

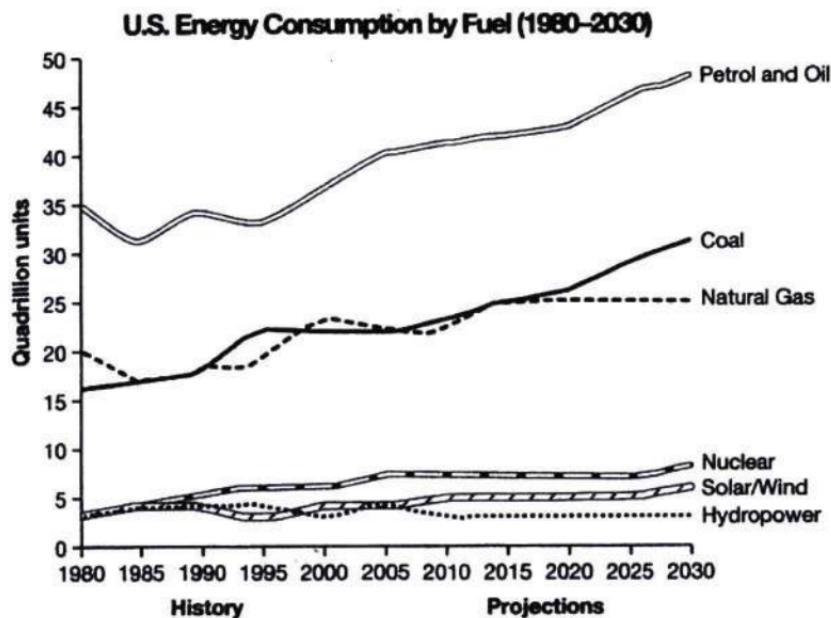
This task asks you to describe some information presented in a visual format (graph, chart, or table). The MAIN features given in the graph, chart or table must be reported in your description. You must:

- objectively describe the information given to you
 - avoid giving your opinion in the report
 - write in the appropriate formal style for each situation
 - organize your writing in a good standard manner
 - use appropriate language and ideas

Sample task:

The graph below gives information from a 2008 report about consumption of energy in the USA since 1980 with projections until 2030.

Summarise the information by selecting and reporting the main features, and making comparisons where relevant.



Sample answer:

The line graph shows energy consumption by fuel type in the United States from 1980–2008, with projected use until 2030.

Overall, fossil fuels have been the dominant type and will continue this trend into the future. Nuclear and renewable energy sources have represented a small but significant proportion of total energy use and despite small projected gains; it is projected that they will continue doing so.

Petrol and Oil command the biggest share with 35 quadrillion units (35q) in 1980, rising to approximately 40q in 2008 and this trend is set to continue with a projected value of nearly 50q in 2030. In 1980 natural gas and coal came in second and third, with around 16q and 20q respectively. However, coal overtook natural gas in 1990 and despite some fluctuation, is set to be the second most used fuel in 2030 with just over 30q. It is predicted that natural gas will level off and remain relatively constant at about 25q.

Nuclear and the renewable energies all represented around 4q in 1980 and fluctuated up until 2008. It is speculated that nuclear energy will reach 10q by 2030 and solar/wind around 5q, with hydropower dropping and then remaining constant at approximately 2q.

Activity 2: Read the sample report above and answer the following questions:

1. How many parts are there in the passage?
2. What is the main content of each part?
3. What tenses are mainly used in the sample report? Why?

2. Understanding charts or tables

The first things you should do when you get the task:

- read the question *twice* carefully
- look at the chart or table very carefully until you are sure what it shows – and what it doesn't show.

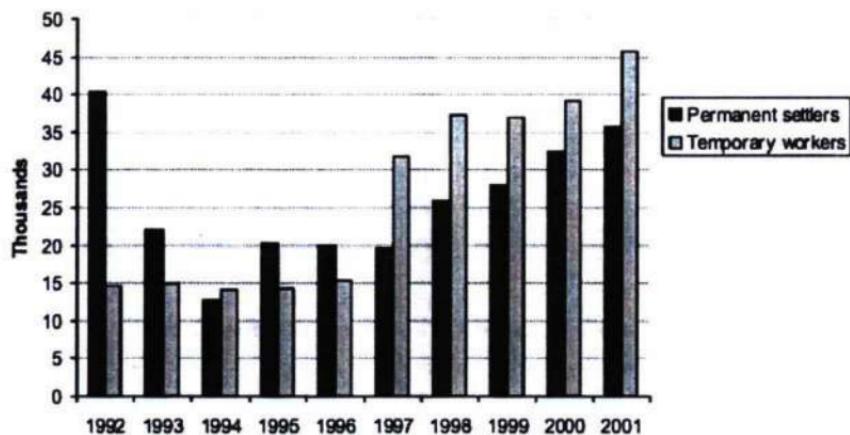
There are three important things to look at in a bar chart or a line graph before you write:

- The **title** of the chart – this will tell you what is being shown overall and it usually gives the time period that it represents (e.g. 1980 – 2000)
- The titles of the vertical or horizontal **axes** – these will tell you what the units of measurement are (e.g. centimeters, kilos, euros...) and what groups are being compared.
- The **key** or legend (if there is one) – this will tell you what groups or time periods are shown.

[Tip: The titles and labels on the chart/table also give you useful vocabulary to use in your description]

Activity 3: Look at this chart and decide if the statements below are true (T) or false (F) according to the information shown, or if it is impossible to tell (I).

Inflow of foreign workers into Australia 1992-2001



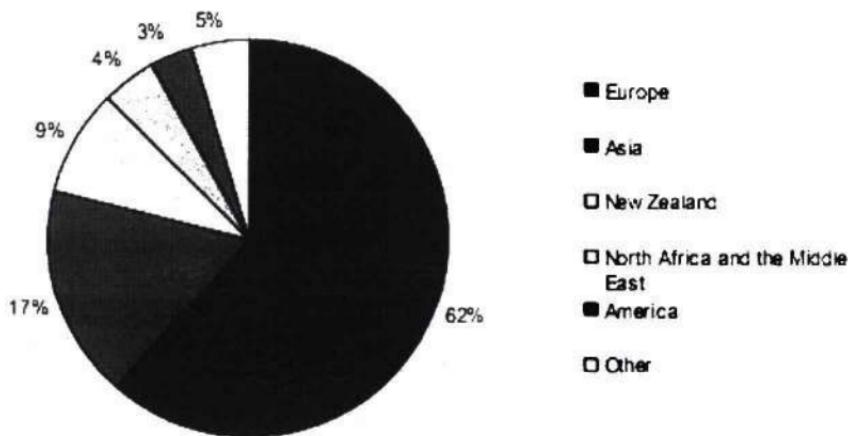
1. The chart shows how many Australians traveled abroad for work between 1992 and 2001.
2. The chart shows the numbers of workers immigrating into Australia between 1992 and 2001.
3. The total number of immigrants into Australia in 1992 was about 54 thousand.
4. The chart compares two types of foreign worker.
5. 40 percent of foreign workers who came to Australia in 1992 were permanent settlers.
6. The total number of permanent foreign workers in Australia in 1995 was about 34 thousand.
7. Just under 15 thousand temporary foreign workers entered Australia in 1992.
8. In 2001 fewer temporary workers arrived than workers who were permanent settlers.

Remember that you have to do the following when you first look at a table or a pie chart:

- Check dates to see what the time period is
- Check what the units of measurement are
- Decide what the most important information is
- Decide what details are not so important
- Make comparisons between important figures
- Round figures up or down when possible

Activity 4: Look at the pie chart below and look for all the things in the list above.

Immigrant labour force in Australia by region or country of birth, 1991



3. Using appropriate language

Activity 5: Now complete the text with phrases, words and numbers from the box.

1991	a fifth	a tenth	four	major	it	second largest
smaller	smallest	the third largest	three (x2)	two third		

The chart shows the different nationalities that made up the immigrant work force in Australia in 1..... It is clear from the chart that there were 2..... main groups of workers: Europeans, Asians and New Zealanders. Only a relatively small number of workers were from other regions.

The 3..... of foreign workers came from Europe. In fact, nearly 4..... of all immigrant workers were of European origin. The 5..... group of foreign workers in the labour force were Asians. They represented just under 6..... of the immigrant labour force. New Zealanders, who made up almost 7..... of the foreign work force in that year, were 8..... group.

The number of workers from other nationalities was much 9..... Workers from North Africa and the Middle East, for example, were only 10..... per cent on the whole foreign labour force. The 11..... nationality group, however, were Americans. These represented only 12..... per cent of all foreign workers in Australia in 1991.

4. Distinguishing static/dynamic charts and using suitable tenses

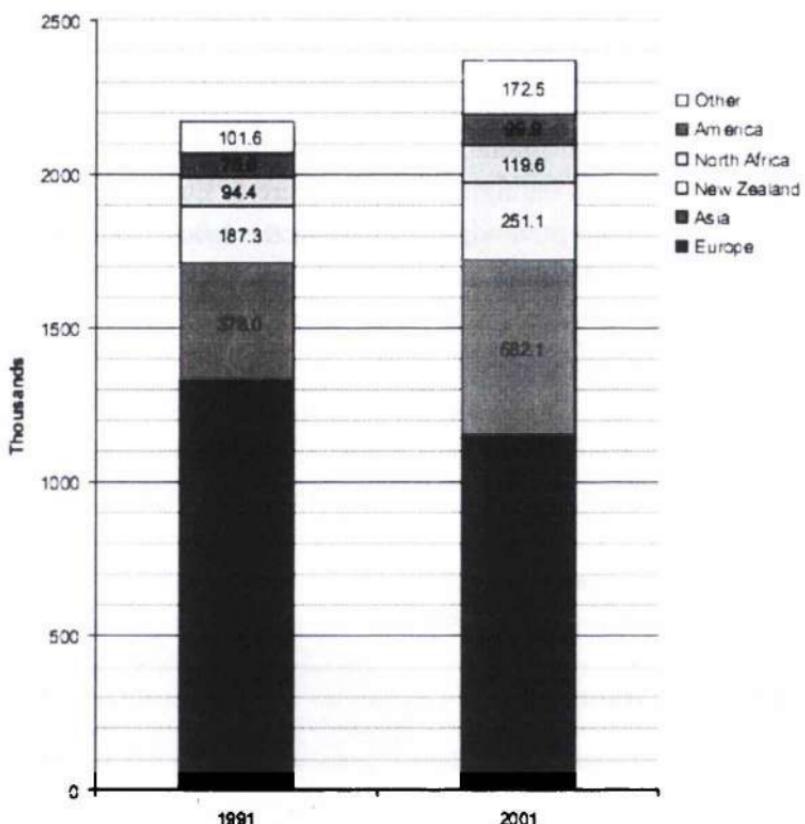
The pie chart in the previous part (3) showed the situation at one point in time. This kind of chart is called static chart. When you describe a static chart you only need to use simple tenses (present simple or past simple, for example)

Activity 6: Look again at the description you completed in the previous part (3) and underline all the verbs in past simple.

The chart below compares the size of the immigrant workforce in Australia in 1991 with that of 2001. In other words, it shows change over time. This kind of chart is sometimes called a dynamic chart. To describe dynamic charts, you need to use a variety of tenses, such as:

- simple past – *Between 1991 and 2001, the population increased.*
- past perfect – *By 2001, the population had increased.*

Immigrant labour force in Australia by region or country of birth (1991-2001)



Activity 7: Now complete the description of the chart below by putting the verbs in the correct tense.

The bar chart compares how the immigrant labour force in Australia 1.....(change) between 1991 and 2001. The first thing to note is that the total number of immigrant workers 2.....(increase) over this period by about 200,000. However, there 3.....(be) other important changes in the make up of the immigrant workforce. By 2001, for example, the number of European immigrant workers 4.....(fall) by almost 200,000. In contrast, the number of all other nationalities in the workforce

5.....(rise). In 1991 the number of Asian workers, for instance,
6.....(stand) at around 380,000. Ten years later, this figure
7.....(go) up to over 580,000.

Some dynamic charts, like the one above, show a change in values from one time in the past to another time in the past. Other charts, however, may compare the past with the present. Occasionally, charts even show predictions about the future. In each case, you need to make sure that you are using correct verb tenses to describe the chart. For example, you could use ...

- Present perfect: *The price of oil has risen by \$0.10 every month since January.*
- Present perfect continuous: *Average temperatures have been increasing since the beginning of the century*
- Future perfect: *The population will have reached sixty million by 2030.*

PRACTICE

Exercise 1: Remember that it is important to use correct time phrases with the tense you are using. Choose the phrases which can go in the gaps (there may be more than one):

1. prices fell.

- A. In 2005
- B. By 2005
- C. After 2005
- D. Since 2005

2. prices had fallen.

- A. In 2005
- B. By 2005
- C. After 2005
- D. Since 2005

3.prices have fallen.

- A. In 2005
- B. By 2005
- C. After 2005
- D. Since 2005

4.prices have been falling.

- A. In 2005
- B. By 2005
- C. After 2005
- D. Since 2005

5.prices will have fallen.

- A. In 2005
- B. By 2005
- C. After 2005
- D. Since 2005

Exercise 2: Look at the chart below and complete the description with the correct verb tense.

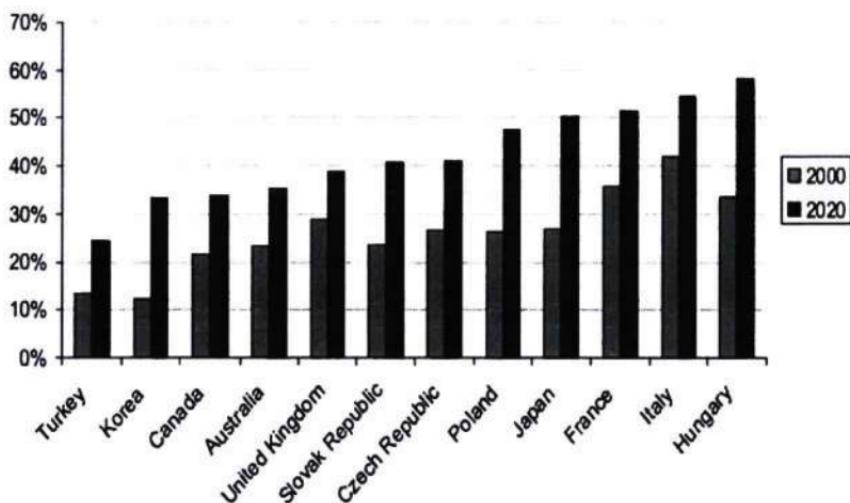
The chart 1.....(show) the ratio of the population aged 65 and over to the labour force of twelve different countries, and how this 2.....(change) by 2020.

It is clear from the chart that in 2000 some countries already had a ratio. In Italy, for example, the population aged 65 and over 3.....(be) over 40% of the size of the working population. Hungary also 4.....(have) a high ratio in 2000. Its retired population was over 30% the size of its working population. However, the figure varied a lot between countries. In Turkey and Korea, for example, it 5.....(be) only just over 10%.

The chart also 6.....(make) predictions about how this ratio 7.....(change) in the future. It is clear that all the countries

shown have an aging population. Hungary 8.....(have) the biggest change. By 2020 the ratio of retired people to workers 9.....(reach) almost 60%. This is an increase of almost 25%. Even in Korea the ratio 10.....(increase) to over 30% by 2020.

Ratio of the population aged 65 and over to the labour force



Exercise 3: Paraphrase the following sentences.

Example: The chart shows the participation by young people in sports by gender in Japan in 2007.

=> *The bar chart demonstrates how young people in Japan participated in sports in terms of gender in 2007*

- 1) The bar chart below shows the percentage of people in Japan living alone by age and sex in 2007/2008.

=>

.....

.....

- 2) The table below shows the consumer durables (telephone, refrigerator, etc.) owned in Britain from 1972 to 1983.

=>

.....

.....

- 3) The line graph below gives information about the number of visitors to three London museums between June and September 2013.

=>

.....

.....

- 4) The graph below shows the number of books read by men and women at Burnaby Public Library from 2011 to 2014.

=>

.....

.....

- 5) The table describes the changes of people who went for international travel in 1990, 1995, 2000 and 2005. (million).

=>

.....

.....

- 6) The pie chart below shows the main reasons why agricultural land becomes less productive. The table shows how these causes affected three regions of the world during the 1990s.

=>

.....

.....

- 7) The bar chart below shows the employment of all workers by gender and occupation in the UK in the year 2005.

=>

.....

.....

- 8) The bar chart below shows the percentage of people in Great Britain living alone by age and sex in 2004/2005.

=>

.....

.....

- 9) The graphs below show the types of music albums purchased by people in Britain according to sex and age.

=>

.....

.....

- 10) The bar chart below shows the employment of all workers by gender and occupation in Japan in the year 2007.

=>

.....

.....

UNIT 2: DESCRIBING LINE GRAPHS

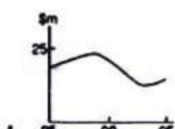
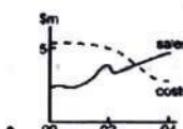
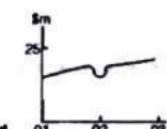
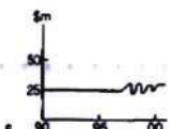
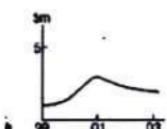
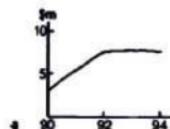
The language of change

You may be asked to describe a graph which shows changes over a period of time. To do this you need to use language expressing change and appropriate tenses.

I. USING LANGUAGE OF CHANGE

Activity 1: Underline the verb or verb phrase in each of the following sentences. Then match each sentence to a graph. You can use a graph more than once. Use a dictionary to help you if necessary.

1. Sales started at \$3 million in 1990. .a.
2. From 1997 to 2000, sales fluctuated. ...
3. Sales reached a peak of 3 million in 2001. ...
4. Sales increased for two years then leveled off. ...
5. Sales declined between 1999 and 2003. ...
6. Sales dipped briefly in 2002, then recovered. ...
7. In 1990, sales stood at \$25 million. ...
8. Sales overtook costs in 2003. ...



Activity 2: Add the verb phrases from Activity 1 to the correct category in the table below. Can you add some more verbs with the help of your dictionary?

Movement upwards	Movement downwards	More than one movement	No movement
<i>increase</i>	<i>decline</i>	<i>reach a peak</i>	<i>start</i>

Activity 3: Complete these sentences with a preposition from the box. Use a dictionary to help you if necessary.

at (X2) between by of to

1. Profits rose from 2 billion dollars 5 billion last quarter.
2. Since 1985, the price of houses has increased 200%.
3. Road accidents reached a peak 50,000 in November.
4. Car sales remained constant around 75 per month for the rest of the period.
5. During the summer, temperatures fluctuate 20 and 30 degrees.
6. By close business, the value of the company's shares stood \$25.

Two common patterns used when describing changes in academic English are:

noun + verb + adverb

There + be + adjective + noun + in + noun

Activity 4: Rewrite these sentences, using one of these patterns.

Example: *The consumption of fruit has risen steadily.*

There has been a steady rise in the consumption of fruit.

1. Meat consumption has fallen sharply.

There.....

2. There was a brief dip in share prices at the start of the year.

Share prices

3. Her fitness level improved dramatically.

There was.....

4. There will be a rapid recovery in share prices next year.

Share prices

5. The use of GM foods has grown steadily in some countries.

There

II. UNDERSTANDING THE DATA

To describe a line graph, you need to understand and interpret the data correctly as well as using appropriate language.

**Activity 5: Read the instructions for the Writing task below.
Then look at the graph to find the answer to these questions.**

1. What period of time does horizontal axis show?
2. What information does vertical axis show?
3. What do the three lines represent?
4. What tense do you need to use in order to describe this information?
5. What main changes does the graph illustrate?

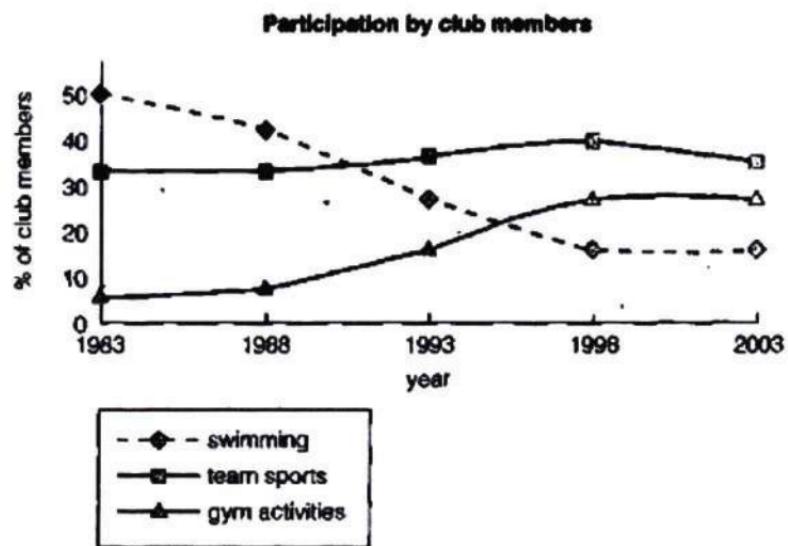
WRITING TASK 1

You should spend about 20 minutes on this task.

The graph shows the rates of participation in three different activities in a UK sports club between 1983 and 2003.

Write a report for a university lecturer describing the information.

Write at least 150 words.



III. DESCRIBING DATA

Activity 6: Complete the sample answer below with the correct expression according to the information in the graph.

This graph shows changes in the popularity of three different activities in a UK sports club over a period of 20 years.

In 1983 around 50% of club members participated in swimming, so this was clearly the most popular activity. However, this figure (1)

dipped/decreased steadily to 15% in 1998 and (2)remained constant/ leveled off at this rate until 2003.

In contrast, 32% members did team sports in 1983, and this rate (3) *stood at/reached a peak of 40% in 1998 before (4) dropping/growing to its former level.* Participation rates for team sports (5) *increased/overtook* those for swimming and became the highest for all activities from 1993 to 2003.

Finally, participation in gym activities (6) *finished at/stood at* only 5% in 1983, but this figure (7) *fell/grew rapidly from 1988 to 1998, eventually (8) leveling off at/reaching a peak of around 25%, making gym the second most popular activity.*

Overall, participation in swimming (9) *fluctuated/dropped* considerably during the period. Team sports, however, remained popular, while participation in gym activities (10) *declined/rose* significantly over the period.

IV. ORGANIZING THE DESCRIPTION

Activity 7: Analyze the way the sample answer is organized by answering these questions.

1. How many paragraphs are used?
2. What information does each paragraph give?

Paragraph 1: Introduction

Paragraph 2:

Paragraph 3:

Paragraph 4:

Paragraph 5: Summary of

3. Underline the words that are used to link the paragraphs.

V. EDITING FOR LANGUAGE

Activity 8: Read this extract from a student's response. Find ten mistakes in the extract and match them to the list of common mistakes.

The graph show changes in participation of different activities at a sport club.

Firstly, participation in swimming was decreased for 1983 to 2003. In 1983 50% of club members do swimming but only 15% participate in this in 2003. Secondly, the percentage who do team sports have been remained constant during that period.

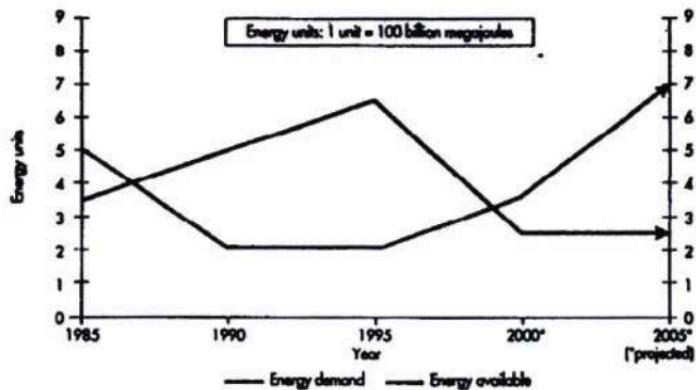
Participation reached peak in 1998. Finally, gym activities grew up from 1983 to 2003.

Common mistakes

1. Wrong tense
2. Active/passive verb confused
3. Agreement: single subject with plural verb
4. Preposition error
5. Article (a, the) missing

PRACTICE

Exercise 1:



Energy demand and energy available in Freedonia

You should spend about 20 minutes on this task.

The graph shows the demand for energy and the energy available from fossil fuels in Freedonia from 1985 to 2005.

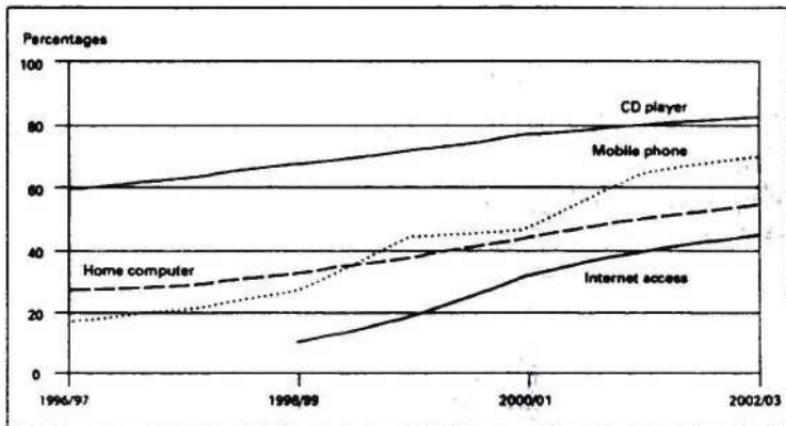
Write a report for a university lecturer describing the information shown in the graph.

You should write at least 150 words.

Exercise 2: The graph below shows in percentage terms the changing patterns of domestic access to modern technology in homes in the UK.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

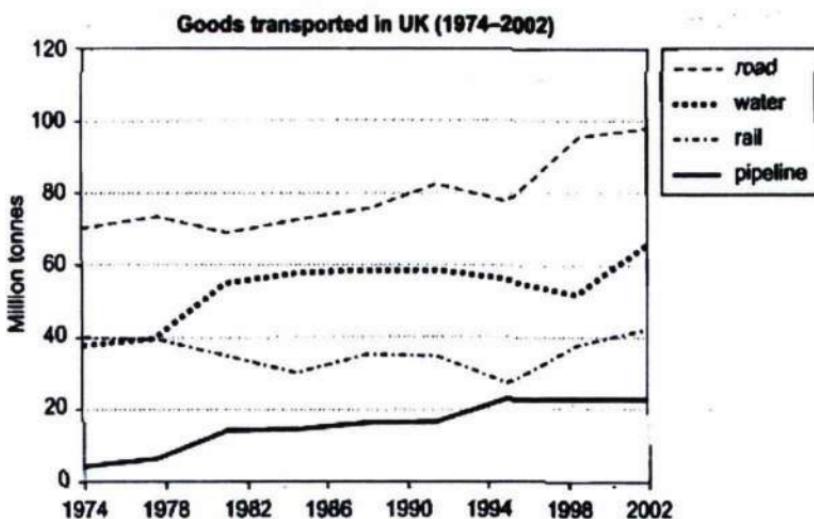


Exercise 3: You should spend about 20 minutes on this task.

The graph below shows the quantities of goods transported in the UK between 1974 and 2002 by four different modes of transport.

Write a report for a university lecturer describing the information shown in the graph.

You should write at least 150 words.



UNIT 3: DESCRIBING BAR CHARTS

I. UNDERSTANDING THE DATA

You have to think about both the meaning of the data in the bar chart and the language you need to describe it.

Activity 1: Read the writing task below and look at the bar chart. Answer these questions:

1. What information does the horizontal axis show? How many sectors are there? What does each bar represent?
2. What information does the vertical axis show?
3. Does the diagram show changes or differences?
4. Can you use language like increase and decrease when reporting the data?
5. What are the main similarities and differences between the countries?
6. What grammatical structures do you need to use in your description?

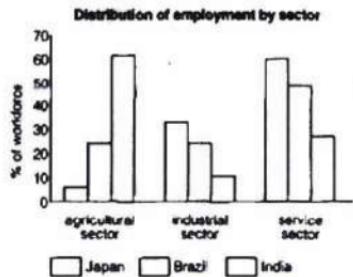
WRITING TASK 1

You should spend about 20 minutes on this task.

The bar chart gives information about the percentage of workers in different sectors of employment in three countries at different stages of economic development.

Write a report for a university lecturer describing the information shown.

Write at least 150 words.



II. COMPARING DATA

Activity 2: Use the information in the Writing task to fill the gaps with words from the box. Use each expression once only.

as as many fewer largest highest a larger percentage
lowest proportion majority more developed most more

1. In Japan the proportion of the workforce is in the service sector.
2. India has many people employed in the agricultural sector than either Japan or Brazil, but it has workers in the industrial sectors.
3. Brazil has workers in the agricultural sector it has in the industrial sector.
4. In India, people work in the agricultural sector.
5. The of workers in Brazil are in the service sector.
6. The of Japanese workers are employed in the agricultural sector.
7. Of the three countries, Japan has the percentage of employees in the industrial sector.
8. Countries which have Economies seem to have of the workforce in the service sector.

III. USING PARALLEL EXPRESSIONS

In this task, you need to take special care to avoid repetition of words and phrases.

Activity 3: Match the expressions below with parallel expressions from the box.

<i>the majority of</i>	<i>the same number of</i>	<i>the largest percentage of</i>
<i>the fewest</i>	<i>the lowest percentage of</i>	
<i>the workforce</i>	<i>the working population</i>	

1. the highest proportion of *the largest percentage of*
2. people employed /

3. an equal number of
4. the smallest proportion of

IV. REWORDING THE INTRODUCTION

If you simply copy your introduction directly from the writing task on the question paper, this will not be considered as part of your writing. Instead, you need to reword – or paraphrase – the information.

Activity 4: Underline the most appropriate words to rewrite the introduction from the task.

The chart (1) gives information about / compares / presents the (2) percentage of workers / majority of workers / proportion of the workforce employed in (3) different sectors of employment / agriculture, industry and service sectors / different industrial sectors in (4) three countries / Japan, Brazil and India / three economically different countries.

V. WRITING THE DESCRIPTION

Activity 5: Now complete the main body of the description by filling in the gaps with appropriate expressions. Use two words for each answer.

First of all, we can see that both Japan and Brazil have the (1) of the workforce in the service sector (61% and 50% respectively). But while Japan has (2) people employed in the agricultural sector with only 7% of the working population, an (3) of Brazilians work in the agriculture and industry sectors (25% in each).

In contrast, we can see that (4) of the Indian workforce, amounting to 61%, is employed in the agricultural sector,

the (5) of employees work in industry and the remaining 27% are in the service sector.

VI. ENDING THE DESCRIPTION

In this task, it is a good idea to end your answer by summarizing the main information shown by the diagram. You are not required to explain this information.

Activity 6: Which of the two conclusions below is a better ending for the description in Activity 5?

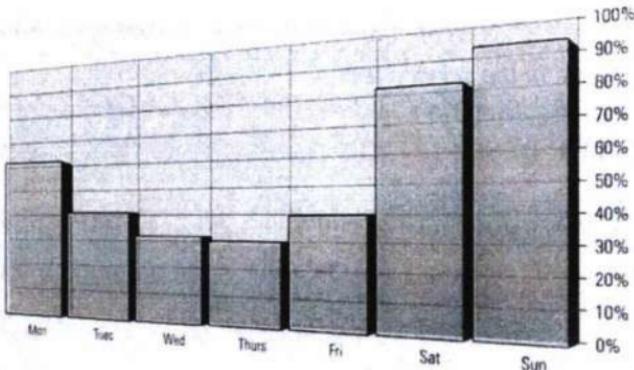
A. Overall, the data indicate that countries with more developed economies have a higher proportion of workers in the industrial and service sectors than agricultural sector.

B. In conclusion, we can see that Japan and Brazil have more workers in the industrial and service sectors. This is because they have more industrialized economies and so the workers have more disposable incomes and require more services, which makes the service sector grow. In contrast, agriculture in these countries is more mechanised so that fewer workers are needed.

PRACTICE

Exercise 1:

The graph below shows the percentage of teachers in a school who read the newspaper on each day of the week. Describe some of the facts illustrated in the graph using the structure you have learnt so far.

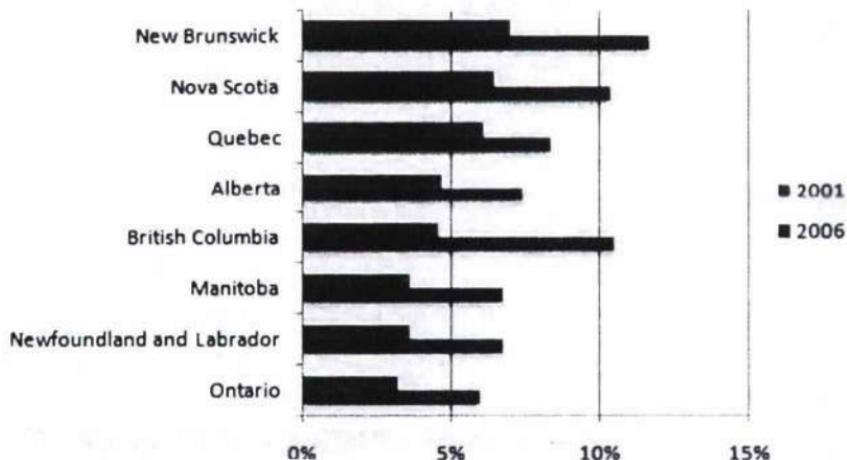


Exercise 2:

The chart below shows the percentage change in the share of international students among university graduates in different Canadian provinces between 2001 and 2006.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

International Graduates, Canadian Universities, 2001 & 2006

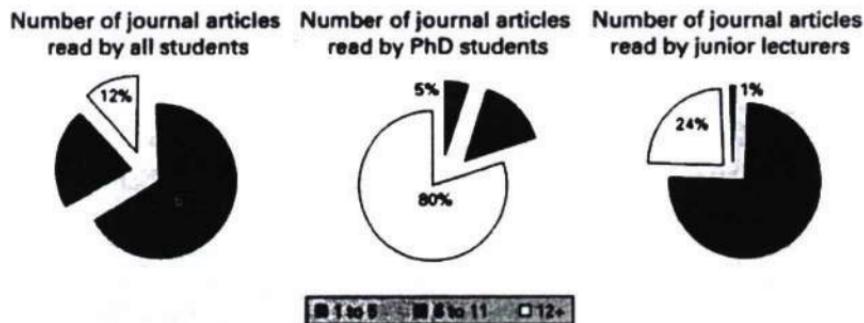


UNIT 4: DESCRIBING PIE CHARTS

I. UNDERSTANDING THE DATA

Activity 1: Look at the pie charts and the question. Answer questions a-e below.

The pie charts below illustrate the number of journal articles read per week by all students, PhD students, and junior lecturers at an Australian university.



Summarize the information by selecting and reporting the main features, and make comparisons where relevant.

- What does each pie chart describe?
- What do the numbers on each pie chart represent?
- What does the box at the bottom of the pie charts refer to?
- What noticeable feature can you see in each chart?
- What general statements can you make about each chart?

II. DESCRIBING THE DATA

Activity 2: Complete sentences a-g using the phrases below.

that	respectively	for example	how	but
which	meanwhile	whereas	and	

- a. The three pie charts illustrate many articles from academic journals are read by PhD students Junior lecturers compared to other students at an Australian university.
- b. the overwhelming majority of those studying doctorates read at least twelve articles per week in comparison with the average student.
- c. The figures were 80 per cent and twelve percent
- d. Furthermore, only five per cent of PhD level students read between one and five articles, the average for all students in this category is a hefty 67 percent.
- e., for junior lecturers the patterns appears to be slightly different.
- f. Most read six or more articles per week (99 per cent), out of this total 24 percent read twelve or more, is almost a third of the corresponding figure for PhD level students.
- g. It is clear those students who are researching for a PhD read more articles than either junior lecturers or other students.

III. ORGANISING THE DESCRIPTION

Activity 3: The sentences in 3 form a model text. Group the sentences into four paragraphs.

Paragraph 1:

Paragraph 2:

Paragraph 3:

Paragraph 4:

IV. COMPARING INFORMATION

Activity 4: Rewrite the following sentences using the given words so that the meaning is the same.

Far more PhD students read over twelve articles a week compared with junior lecturers.

=> Far fewer

The average students reads fewer journal articles than the average junior lecturer.

=> The average junior lecturer.....

The other students at the university do not read as many articles as the average PhD student.

=> The average PhD student.....

Junior lecturers do not have as much time to read articles as those students who are researching for a PhD.

=> Those students who are researching for a PhD

.....

V. DESCRIBING PROPORTIONS

Activity 5: The phrases in the list are alternative ways of describing proportions. Divide the list into four groups that each has similar meaning.

Three quarters	almost half	one third	75 per cent
one in three	Nearly half	26 per cent	48 per cent
about one in four	33 per cent	Three out of four	
just under one half	just over a quarter		close to one half

Activity 6: These adjective-noun collocations can also be used to describe proportions. Write the adjectives next to the correct meaning in the table.

The <i>vast</i> majority	a <i>tiny</i> minority	a <i>massive</i> 85 per cent
	a <i>modest</i> twelve percent	a <i>hefty</i> 85 percent
a <i>mere</i> twelve per cent		the <i>overwhelming</i> majority

Very big
Very big (used before numbers)
Very small
Not very big (used before numbers)

Activity 7: Rewrite sentences a-e, replacing the phrases in italics with an alternative expression.

- We see from the chart that *23 percent* of students failed to finish their university degree.
- In 1990, *nine out of ten* engineering students were male, but by 2000 this figure had fallen to *exactly three quarters*.
- In 1996, *34 per cent* of science graduates went into the teaching profession but in 1970, the figure was just *ten per cent*.
- Exactly one half* of the student population were members of the union in 2001, but five years later the figure was *64 per cent*.
- Ninety-two per cent* of people surveyed felt that mixed sex schools were preferable.

PRACTICE

Exercise 1:

You should spend about 20 minutes on this task.

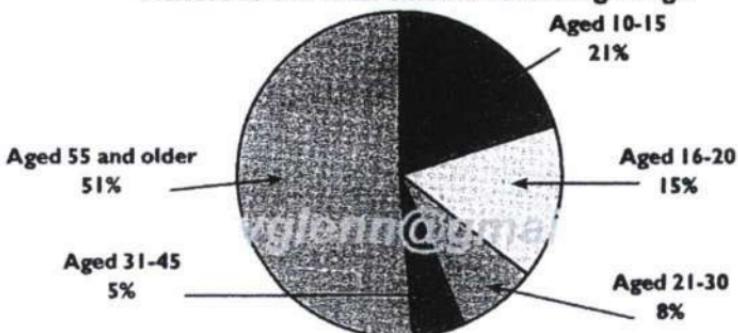
The chart shows the number of visitors to a local cinema according to age in 2000.

Summarise the information by selecting and reporting the main features, and make comparisons

where relevant.

Write at least 150 words.

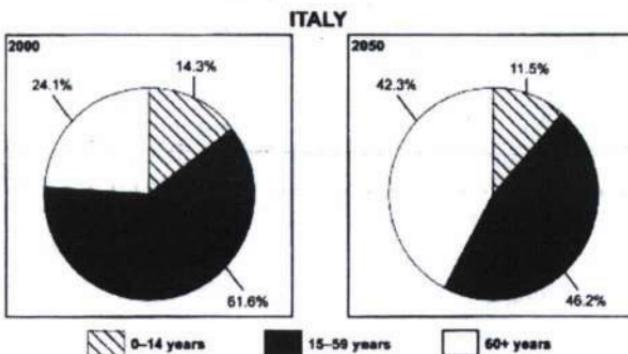
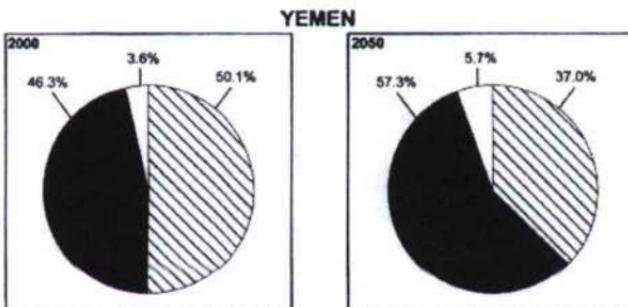
Visitors to the local cinema according to age



Exercise 2:

The charts below give information on the ages of the populations of Yemen and Italy in 2000 and projections for 2050. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.



UNIT 5: DESCRIBING TABLES

Tables compare data and may also show changes over time as well. They are often used when there is quite a lot of information, so it is important to select the key features to describe.

I. UNDERSTANDING THE DATA

Activity 1: Read the Writing task below and look at the table. Answer these questions to help you understand the information given.

1. What two main areas does the table give figures for?
2. How is each main area subdivided?
3. What main difference do the figures show within each area?
4. How many years does the table deal with?
5. What are the main trends over time?
6. What kind of language can you use when describing the data?

WRITING TASK 1

Applications			Acceptances		
Year	Men	Women	Men	Women	% of total
2000	3,400	900	550	150	15.5 %
2001	3,200	800	600	200	20 %
2002	2,750	750	580	170	21.4 %

You should spend about 20 minutes on this task.

The table below gives figures for student applications and acceptances for UK university courses in the field of tourism, transport and travel.

Write a report for a university lecturer describing the information given.

Write at least 150 words

Student statistics for university courses in tourism, transport and travel, 2000-2002

II. ORGANISING THE DESCRIPTION

You should try to group the information rather than describing every piece of data.

Activity 2: Complete this paragraph outline for the Writing task in Activity 1.

Paragraph 1: Introduce information

Paragraph 2: Describe figures and trends related to

Paragraph 3:

Paragraph 4:

III. REWORDING THE INTRODUCTION

Activity 3: Underline the most appropriate word(s) to complete this introduction to a sample answer.

The table concerns university courses (1) in the field of/related to tourism, transport and travel in the UK. It shows (2) decreases/changes/increases in the (3) numbers/proportion/percentage of (4) applicants/male and female students applying for and being accepted on such courses (5) between/from 2000 and 2002.

IV. DESCRIBING THE DATA

Activity 4:

A. Use the information in the table in the previous exercise to complete these sentences with a word or number.

1. In all three years, more applied for such courses than, although their numbers considerably, from 3,400 in 2000 to in 2002.
2. Female reached little more than a quarter of the figures for in 2000 and 2001, and they to 750 in 2002.
3. Total applications during the period.
4. Many more and applied for these courses than were accepted through the three years.
5. However, the of applications which were accepted from about 15% in 2000 to over in 2002, even though the total number only slightly.
6. Many more were accepted than in all three years.
7. While total applications , the of those accepted considerably.

B. Now look back at your paragraph outline in Activity 2, and group the sentences into paragraphs 2, 3 and 4.

C. Decide which of the sequencers in the box below you could use to start each paragraph.

Example: *The table shows* = start of introduction

Overall, Firstly, we can see that with regards to applications

The table shows

In terms of acceptances,

V. USING REFERENCE LINKS

To link ideas in a text and avoid unnecessary repetition, writers use a variety of reference links.

Activity 5: Find the words in italics in sentences 1-7 in Activity 4 and write down what each refers to.

1. such (courses)
2. their numbers
3. they
4. the period
5. these courses
6. the three years
7. Which
8. all three years
9. Those

VI. USING QUANTIFIERS

Activity 6: In writing a report you'll need to be careful using quantifiers – words like “much”, “many”, “some” etc.

Put the words and expressions below into the correct group.

<i>a large amount</i>	<i>a little</i>	<i>a lot of</i>	<i>a small amount</i>	<i>a small number</i>
<i>few</i>	<i>fewer</i>	<i>fewer and fewer</i>	<i>less</i>	<i>less and less</i>
<i>many</i>	<i>more</i>	<i>most</i>	<i>much</i>	<i>no</i>
<i>none of</i>	<i>several</i>	<i>the majority of</i>		

Used with countable nouns (men, women, oars, hours etc)	Used with uncountable nouns (time, money, water etc)	Used with both countable and uncountable nouns

PRACTICE

Exercise 1:

You should spend about 20 minutes on this task.

The table above gives information about the use of different modes of transport in

Shanghai in 1996, and one possible projection (high motorization scenario) for their use in 2020.

Write a report for a university lecturer describing the information below.

Write at least 150 words

Percentage of passenger kilometers by different modes of transport in Shanghai.

Mode of Transport	1996	2020 (projection)
Walking	7%	3%
Bicycle	27%	3%
Scooter	12%	7%
Bus	39%	22%
Train	-	13%
Car	15%	52%

Exercise 2:

You should spend about 20 minutes on this task.

The table shows the number of language learners who used different modes of learning English between the years 2000 and 2008. *Summarise the information by selecting and reporting the main features, and make comparisons where relevant.*

Write at least 150 words.

Modes of learning	Years		
	2000	2004	2008
School	4,000	3,550	2,567
Online	1,567	2,534	5,067
Self-study	2,067	1,523	1,034
Private classes	2,526	2,344	1,456

UNIT 6: DEALING WITH A COMBINATION OF CHARTS/GRAPHS OR TABLES

To deal with a combination of charts/graphs or tables in one task, you also need to understand the data, organize the description and using appropriate language like coping with a single one. Besides, you need to specially focus on other skills such as comparing and classifying.

I. DESCRIBING CHARTS OF THE SAME TYPE

You will sometimes have to present information from more than one diagram **OF THE SAME TYPE**. Read the following advice.

- Study each diagram so you are clear what information it contributes to the subject.
- Look for ways of comparing data *between* diagrams as well as *within* diagrams.
- Concentrate on describing the most significant information. It's a good idea to highlight key information on each diagram.
- Try not to use the exact words of the question. How else could you say *between 1987 and 1997* or *where people got news*, for example?

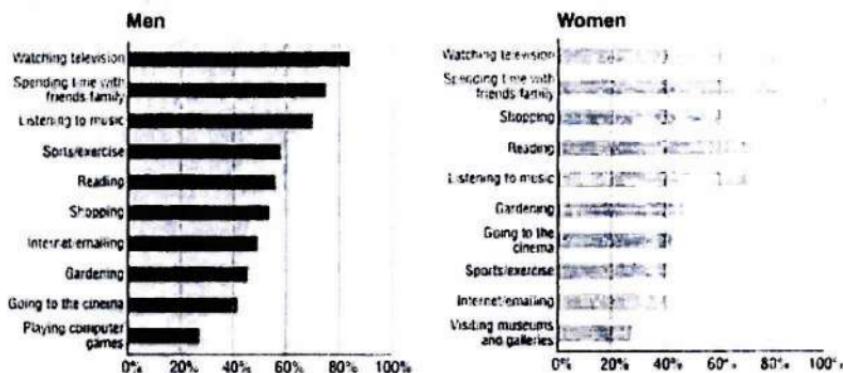
Activity 1:

A. Study the graphs below and answer the questions.

1. What is the main difference between the two graphs?
2. Which country does the data come from?
3. What do the figures on the bottom line indicate?
4. What are the two most popular activities for both sexes?
5. Which group is more likely to spend time reading, men or women?

6. Are there any activities which only appear on one of the graphs?

Participation rates in popular leisure activities, by sex (England)



B. Study the exam task and then complete the model answer by writing NO MORE THAN THREE WORDS in each space.

The graphs below give information on participation by men and women in various leisure activities. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

The two graphs 1..... the percentages of men and women who take part in certain leisure activities in 2..... From the figures, we can see that watching TV is the 3..... leisure activity for 4..... 8 in 10 men and women. Spending time with friends and family is the 5..... most common leisure activity for both men 6..... and women (82%).

However, there are also some differences between the 7..... Men are more likely than women to 8..... sport and exercise (58% compared with 43%) while women are more likely to spend their free time 9..... , with

three quarter doing so, compared with around 10..... of men. Similarly, women are more likely to engage in cultural activities 11..... reading (73%), compared with men (56%).

12....., it seems there is general consistency between the sexes in their choice of leisure activities, despite some differences in individual rankings.

Activity 2: Look at the bar charts and answer the following questions.

The bar graphs show the number of minutes per day which adult couples in the US spend in shared activities, both on weekdays and at the weekend. A comparison of the two graphs shows that overall couples spend significantly more time together at weekends (over three hours a day), than they do on weekdays (about two hours).

Studying the graphs in more details, we can see that the most common shared activity for both periods is watching TV, which accounts for 51 minutes on weekdays and 64 minutes at weekends. The next most common shared activity is eating. Couples spend 27 minutes eating on weekdays and 41 minutes, about 50% longer, at weekends. The difference is even greater with the remaining activities, where couples are involved for at least twice as long at weekends as they are on weekdays.

In conclusion, it is clear that weekends provide greater opportunities for couples to relax and enjoy each other's company than weekdays do.



1. The introductory sentence is based on the heading for the bar graphs.
 - a. What extra words have been added to the heading?
 - b. What extra information is included and where does this come from?
2. What aspect does the writer focus on in the first paragraph? What word indicates this?
3. What aspect does the writer focus on in the second paragraph? What phrase indicates this?
4. How many activities are included in each graph? How many are named in the example answer? What phrase is used to refer the rest?
5. Underline all the comparative expressions.
6. What phrase is used to introduce the final sentence?
7. What three different ways are used to talk about what can be seen in the graph?

II. DESCRIBING CHARTS OF DIFFERENT TYPES

Sometimes, when there is more than one graph of DIFFERENT TYPES, how much detail should be included in your report passage? This depends really on how much detail there is in the question. There is usually a relationship between the two and you can bring in some comparison, but more than this is not necessary. To cope with this kind of task, you should describe the relevant and most important parts, or describe any comparisons or trends that can be made out.

Also, you can compare and contrast between two different sets of data. If there is too much data presented, what can be done?

- Do not describe all the data.
- Spot the significant information: the highest point, the lowest point, etc.

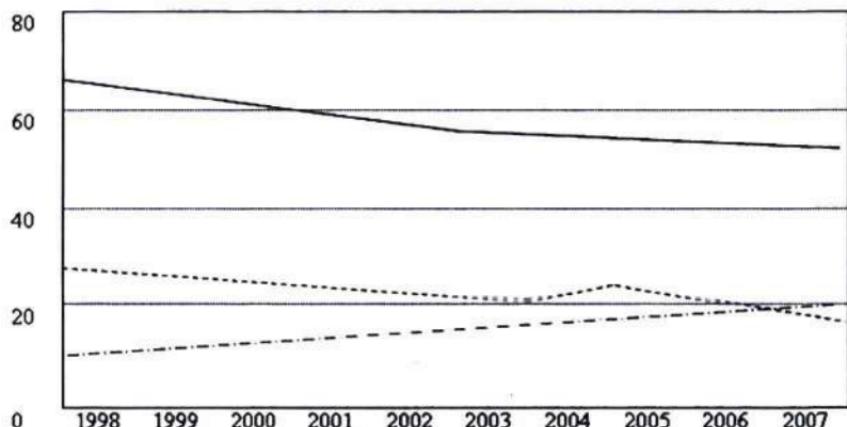
- Classify the most important and significant detail that needs to be included, for example, developed countries and developing countries, motor vehicles and non-motor vehicles, etc.

Activity 3:

Sectoral Distribution of Employment and GDP, 2004

	Natural resources %	Industry %	Services				Others %	Total %
			Trade, restaurant, hotels %	Transport, communication %	Government %			
Employment	77.4	3.6	4.9	1.6	8.7	3.8	100	
GDP	19.2	15.4	31.7	8.4	12.5	7.4		100

Percentage of GDP



The above table and graph give information about the gross domestic product (GDP) and employment sectors of a developing country.

Write a report for a university lecturer describing the information shown below.

There are three possible versions for the description of the table and the graph.

Version 1: Describing the table and the graph separately.

Version 2: Describing each sector in both the table.

Version 3: Comparing and contrasting the different sectors in both the table and the graph

Below are the three illustrative versions. Say which version is 1, 2 or 3?

Version ...:

The data shows the level of employment and GDP in different areas in a developing country.

(Brief introduction)

Looking first at employment in 2004, by far the most important sector was natural resources, with 77.4% of the workforce. This was followed by services (including trade, restaurants, hotels, transport, communication, and government), which totaled 15.2%. Finally, industrial workers were the fewest in this country at only 3.6%.

(Employment)

However, the GDP of this country had very different patterns. Most of the GDP came from the services sector. Although this showed a slow but steady decline in importance, it was still by far the main contributor to the economy in 2007 at about 55% of total GDP.

(GDP – services)

In contrast to its huge number of employees, natural resources was much less key in terms of GDP. In fact, its share fell from nearly 30% (1998) to under 20% (2007).

(GDP 2 – natural resources)

Finally, industry, in 1998 the smallest sector of the country's wealth at only about 10%, steadily increased its contribution, actually overtaking natural resources by 2007.

(GDP – industry)

Version.....:

The table shows the percentage of people employed in different sectors of the economy in 2004, and the percentage of GDP which they produced. The main economic sectors are natural resources, industry and services. The graph shows movements between 1998 and 2007.

(Introduction includes paraphrase of topic words, and general interpretations of the table and graph)

The table reveals that although 77.4% of the population worked in natural resources in 2004, they produced only 19.2% GDP. However, 3.6% of the population who worked in industry produced 15.4% of GDP, and 15.2% of those who worked in the services sector produced 58% of GDP.

(Notable features of the table)

The graph shows that services as a percentage of GDP has been falling steadily. In 1998, natural resources provided more than 25% of GDP but this declined to less than 20% in 2007. Industry earned only about 10% of GDP in 1998, but rose almost to 20% in 2007.

(Summary of information and trends in the graph)

The table and the graph reveal that GDP is earned primarily by the services sector.

(Concluding sentences)

Version.....:

The data show some economic indicators for the services, natural resources and industry sectors in a developing country.

(Brief introduction)

Looking first at services, clearly this area contributed significantly more to GDP than the others, although it decreased slowly, from above 60% in 1998 to below that level in 2007. In 2004, services made up 58% of GDP (most of this – 37.1% - in terms of trade, restaurants and hotels), but comprised only 15.2% of the workforce.

(First sector- services)

In contrast, most people (77.4% in 2004) worked in natural resources, but this sector made only a small and decreasing contribution to the country's GDP, which fell from about 27% to 18% between 1998 and 2007.

(Second sector – natural resources)

In terms of employment, the third sector, industry was easily the smallest at only 3.6% in 2004. However, over the time period in question, it gradually became more important in the nation's economy, actually having a higher percentage of GDP (19%) than natural resources by 2007.

(Third sector – industry)

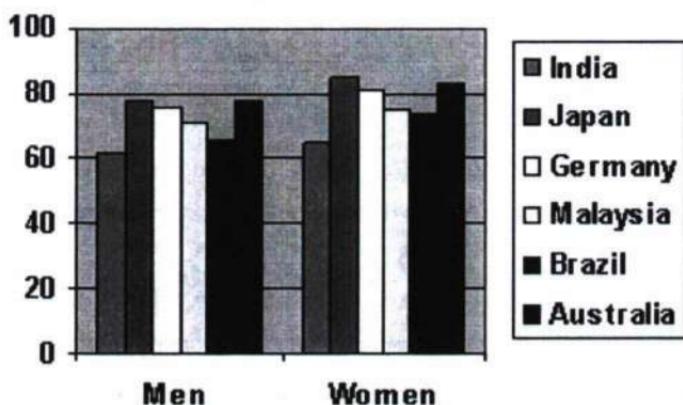
Activity 4: Look at the question and two descriptions. Say which one is strong, which is weak and why.

The charts show information on life expectancy and average income (GNI) in six countries.

Summarise the information and make comparisons where relevant.

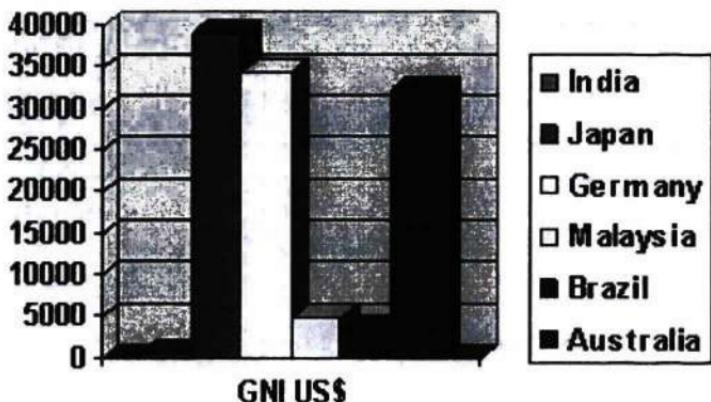
Life Expectancy

	Men	Women
India	62	65
Japan	78	85
Germany	76	81
Malaysia	71	75
Brazil	66	74
Australia	78	83



Average Income: Gross National Income (GNI)

	GNI
India	720
Japan	38980
Germany	34580
Malaysia	4960
Brazil	3640
Australia	32229



Model Answer 1

The two diagrams compare average life expectancies for men and women and average personal income in six very different countries around the world.

If we look at the first chart, we can see that overall, women live roughly five years longer than men in all the countries. At 85 years, women in Japan have the longest life expectancy, closely followed by Australian and German women (83 and 81 years respectively). Malaysians and Brazilians have a shorter life expectancy, and people in India have the lowest, with women only expecting to live to their mid-sixties.

In chart two, we can see there is a massive difference in average incomes. Japanese, Germans and Australians all earn over \$30,000 a year. The figures for Malaysia and Brazil are much lower, at around \$5,000. In India, the average is only a few hundred dollars.

In conclusion, it seems obvious that there is a strong link between a country's wealth and the health of its citizens.

(161 words)

Model Answer 2:

The charts illustrate that information on life expectancy and average income (GNI) in six countries.

In chart one, India men is 65, women is 65. Japan men is 78, women is 85. Germany men is 76, women is 81. Malaysia men is 71, women is 75, Brazil man is 66, women is 74, Australia men is 78, women is 83.

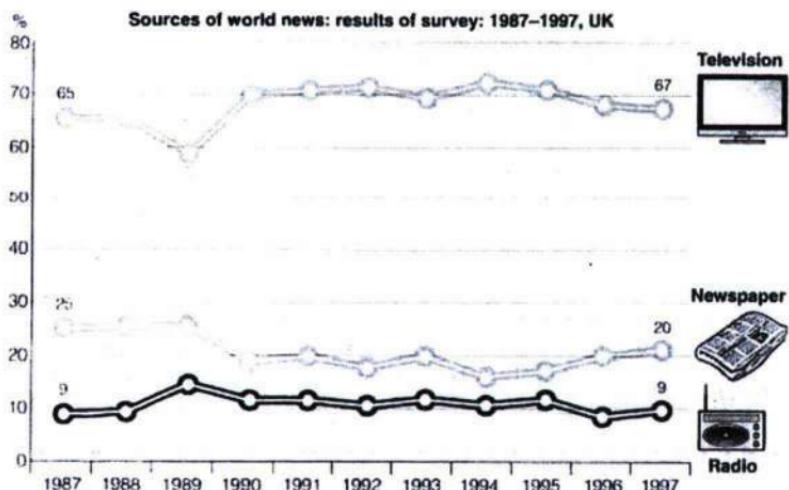
In chart 2, India is so poor. They do not have the economy or industry because there is farming and it is not developed. Japan is the number one because it makes the great things everybody wants to buy, like Sony Playstation 3. But maybe one day China will catch up and be the number one.

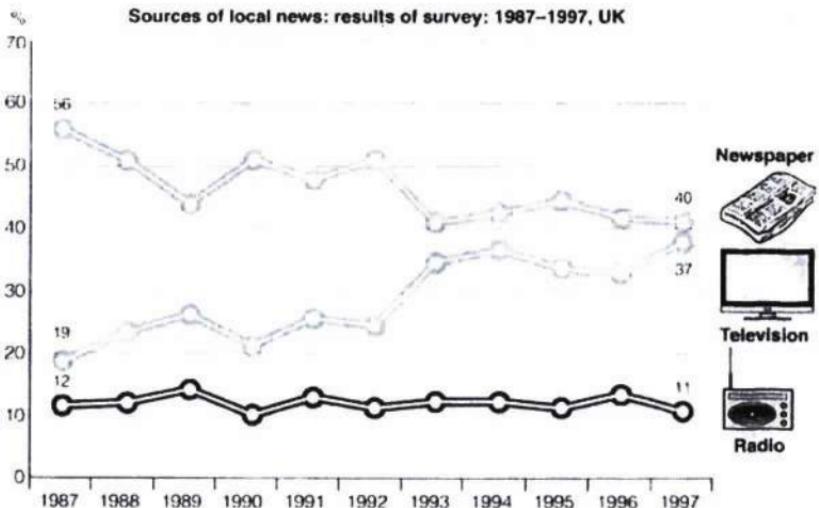
In conclusion, we need to work hard to improve the economy in Taiwan, and the life expectancy.

(133 words)

PRACTICE

Exercise 1:





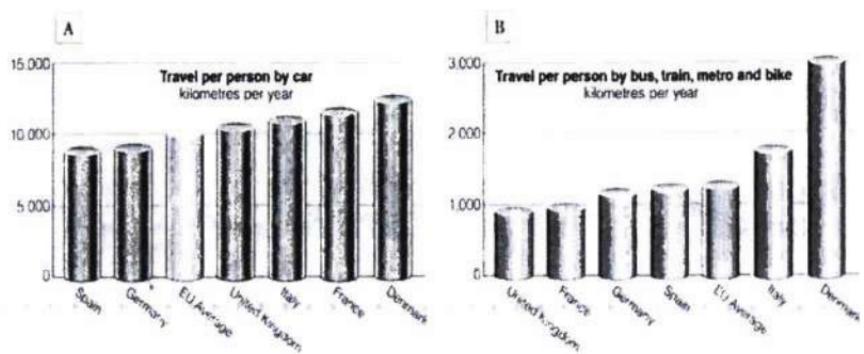
You should spend about 20 minutes on this task.

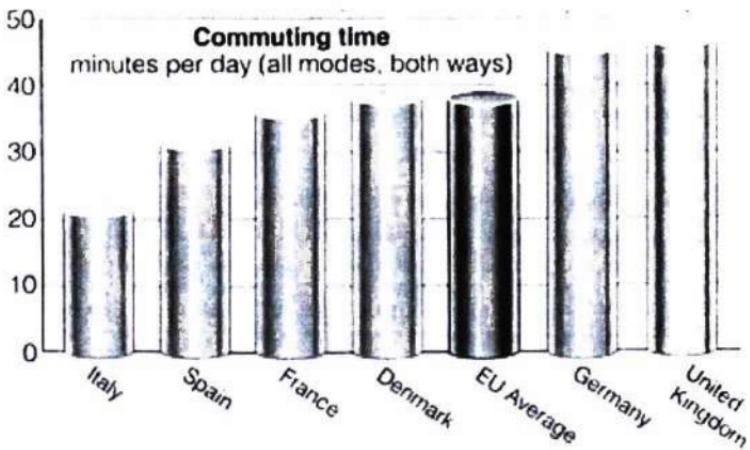
The graphs below show where people first got their news, both about the world and about local events, between 1987 and 1997.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Exercise 2:





You should spend about 20 minutes on this task.

The bar chart below give information on road transport in a number of European countries.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

PART 2: ARGUMENTATIVE ESSAYS

OVERVIEW

LEAD-IN

Imagine you have had a class discussion about the following question: 'Should more people give up meat and become vegetarians?' Read the view points (1-5) and match them to the reasons (A-E), as in the example.

- | | | | |
|---|--------------------------|--|--------------------------|
| 1 Eating meat is bad for you | B | 4 Meat is an essential part of our diet; we cannot do without it | <input type="checkbox"/> |
| 2 There are many healthy and tasty alternatives available | <input type="checkbox"/> | 5 Vegetarian food is often boring and tasteless | <input type="checkbox"/> |
| 3 Eating meat is cruel to animals | <input type="checkbox"/> | | |



1. What is an argumentative essay?

An argumentative essay is a formal piece of writing (it can also be called a persuasive or opinion essay). It requires your opinion on a topic, which must be stated clearly, giving various viewpoints on the topic supported by reasons and/or examples. You should also include the opposing point of view in another paragraph. The primary objective is to persuade people to change beliefs that many of them do not want to change. Your essay must be written in formal style.

You often see the following key words in the essay titles:

1. Statements:

- *Give your opinion on...*

2. Wh-word questions:

- *To what extent / How far do you agree/think ...? /.... What is your opinion about ...?*

3. Yes, no- questions

- *...agree or disagree?*

- *Should?*

- *Is it necessary... ?*

2. Formal style

• This means you should use:

* Passive voice, impersonal constructions

(e.g. *It is argued that...; It is a common belief that...*)

* A range of advanced vocabulary (verbs, adjectives, abstract nouns, ect)

(e.g. *heated debate concerning the controversial issue...*)

* Formal linking words/phrases (e.g. *furthermore, however, nonetheless*)

* Complex sentences with a variety of links, dependant clauses, etc

(e.g. *Although it is widely accepted that compulsory military service, which provides an army with abundant manpower, is beneficial to a country's ability to defend itself, closer analysis of military efficiency suggests that it is advanced weaponry which plays a crucial role in...*)

- ✓ Inversion, especially in conditionals

(e.g. *Were this true, we would...; Never has this been more obvious...*)

- You should not use:

✗ Short forms (e.g. *I'm, It's*) except when these are part of a quotation

✗ Colloquial expressions, phrasal verbs, idioms

(e.g. *lots of, put up with, be over the moon about...*)

✗ Simplistic vocabulary (e.g. *Experts say they think this is bad,...*)

✗ A series of short sentences (e.g. *Many people think so. They are wrong.*)

✗ Simple linking words (e.g. *and, but, so*) except for variety.

WRITING PROCESS

❖ Step 1: Stimulating and brainstorming ideas

❖ Step 2: Outlining

❖ Step 3: Developing ideas and writing the first draft

❖ Step 4: Editing and writing the final version

WRITING TASK: In this unit, you will write a five-paragraph argumentative essay about whether or not you think it should be legal to download or to share copyrighted material from the Internet.

STEP I. STIMULATING AND BRAINSTORMING IDEAS

Everyday we are faced with ethical questions about what we think is right or wrong. In this unit you will express your opinion about whether or not it should be legal to download or share copyrighted property from the Internet.

Exercise 1: Thinking about the topic

A. Discuss the picture with a partner.

- Who are the two characters in this picture?
- What do you think is happening?
- Do you think the young man is guilty of a crime?

B. Make notes about the kinds of copyrighted property people download off the Internet and whether or not you think downloading should be legal. Then discuss in small groups.



Chattanooga Times Free Press BENNETT

Exercise 2: Reading about the topic

Many countries today are concerned about the ethics of downloading and sharing movies off the Internet. The case of Yoshihiro Inoune may make some people think twice before downloading copyrighted material off the Internet.

Read the article below.

JAPANESE MAN FOUND GUILTY OF ONLINE MOVIE THEFT

For the first time a Japanese court has found a man guilty of piracy and sentenced him to a year in jail. Yoshihiro Inoue, 42, downloaded movies from the Internet. He made copies of the movies *A Beautiful Mind*, and share them with others. This is considered a crime in the U.S., Japan, and most other countries in the world. Inoue's case sets a precedent for anyone who distributes films illegally. His crime was stealing intellectual property. This kind of property, which is someone's creative invention, is protected by copyright law.

Today over eighty nations have copyright laws. These laws protect film makers, writers, photographers, and other innovative professionals. People who download and copy these works often do not understand or care about the financial loss to many of these artists. To protect artistic works within the U.S., the Copyright Act of 1976 was created. Most recently the Family Entertainment and Copyright Act of 2005 was signed into law. In addition, there are treaties and conventions to protect intellectual property between nations. One of these is the Universal Copyright Convention. Without these laws, piracy would go unchecked. Some of the many types of piracy include making DVDs, duplicating VHS tapes, using hand-held video cameras in movie theatres, and even receiving satellite signals without authorization.

Yoshino Inoue is not the first person to steal intellectual property, but he is the first to be charged with a crime for doing so. The movie industry in Hollywood and Asia are particularly interested in this case because they have a lot to lose. For a number of years the recording industry has pursued anyone downloading music from the Internet. Now the movie industry is following their example because piracy costs them almost \$3 billion each year.

A major film costs about \$80 million - \$55 million to make and \$27 million to advertise and market. Although many people believe that the film industry makes enormous profits, almost half of all films do not earn enough money to pay back their investors. If people continue to download movies off the Internet instead of paying to see them, the movie industry will trouble surviving.

* *Japanese Man Jailed for Online Movie Piracy in Hollywood Crackdown.* * Agence France Press, December 2004.

Exercise 3: Understanding the article.

Write T for true or F for false for each statement.

- 1..... Inoue was an employee of a Hollywood studio.
- 2..... Copying movies is a crime in most countries.
- 3..... Fewer than eighty nations protect artistic works.
- 4..... The recording industry started prosecuting pirates before the movie industry did.
- 5..... These thefts could cost the movie industry almost \$27 million a year.
- 6..... People who invest in movies always make money.

Exercise 4: Responding to the article.

Write your answers for each question in full sentences. Then discuss your answer with a partner.

1. Why was this arrest so important?

.....
.....
.....
.....

2. What is the function of the Universal Copyright Convention?

.....
.....

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.....
.....
.....
.....

3. Why is the movie industry so afraid of downloading and sharing of films?

.....
.....
.....
.....
.....

4. Do you think Yoshino Inoue should have gone to jail for internet piracy? Why?

.....
.....
.....
.....
.....

5. What kind of punishment do you think should be used against people who commit Internet piracy?

.....
.....
.....
.....
.....

Exercise 5: Freewriting

Write for ten to fifteen minutes on the topic below. Express yourself as well as you can. Don't worry about mistakes.

According to the movie industry, people who download and distribute copyrighted materials should go to jail. What do you think of the movie industry's decision?

- Do you think the law should intervene in these cases?

- How are new technologies making it so difficult to enforce the law or easy for people to break the law.
- Do you think enforcement of the laws will be difficult?

Exercise 6: Brainstorming ideas

A. Review your freewriting exercise. Then, in a small group, discuss the following questions. Record your answers in a notebook.

1. What does private property mean to you?
2. What are some of the basic types of information found on the internet?
3. What information on the internet should be free to download?
4. What are some arguments against downloading artistic property from the Internet?
5. What are some arguments for downloading artistic property from the Internet?

B. Have you changed your position as a result of the discussion? Review the information you have collected in your notebook. Underline any useful or interesting ideas. Cross out any ideas you do not want to use in your essay.

Exercise 7: Brainstorming vocabulary

A. Use the chart below to categorize the words and phrases.

own a copyright	commit a crime
possession	download
legal	share files
break the rules	program

Law	Property	Computers
Legal		

B. Think back to the vocabulary your group used in Exercise 1 above. Can you add any words to the charts above?

PRACTICE: Stimulating and brainstorming ideas for the following topic:

1. *Although more and more people read news on the Internet, newspapers will remain the most important source of news. Do you agree or disagree?*
2. *Children learn best by observing the behaviour of adults and copying it. What extent do you agree or disagree with this statement?*

STEP II. OUTLINING

Before making an outline, study the organization of an argumentative essay below:

ARGUMENTATIVE ORGANIZATION

There are possible organization patterns as follows:

1. With a refutation

Pattern 1	Pattern 2
Introduction PRO idea 1 PRO idea 2 CON(s) Refutation(s) Conclusion	Introduction CON(s) + Refutation(s) PRO idea 1 PRO idea 2 Conclusion

Pattern 3

Introduction	
CON idea 1	----->
CON idea 2	----->
CON idea 3	----->
Conclusion	

Introduction

- *Background information* gives a broader picture of the issue and why it is important. It can give details about the history of the people involved: what they want, and how it affects them,
- The *thesis statement* clearly states the writer's point of view about the issue.

Body Paragraphs

- The *topic sentence* in each body paragraph presents one distinct reason for the writer's point of view stated in the thesis.
- All *supporting details* in each paragraph must support the topic sentence. These details can be facts, examples, statistics, definitions, causes and effects, quotations, anecdotes, or questions.
- The writer often presents an opposing opinion (*a counter-argument*); however, the writer may then express some agreement with the opposing view (*a concession*), but will show evidence that the argument is stronger (*a refutation*). The counter-argument is often in body paragraph one or three.

Conclusion

- The conclusion restates the argument that appeared in the thesis.
- It can end with a prediction, a warning, or other type of comment that reinforces the writers their viewpoint.
- It may state the general issue in a broader context.

2. Without a refutation

- One-sided arguments

Note: In supporting- an opinion essay, you are asked to discuss one side of an issue i.e. you either *agree* or *disagree* with a certain statement. You do not have to give the opponent's view and offer a refutation.

Pattern 4	Pattern 5
Introduction	Introduction
PRO idea 1	CON idea 1
PRO idea 2	CON idea 2
PRO idea 3	CON idea 3
Conclusion	Conclusion

- **Two-sided arguments** (This type can also be called discussion essays)

Pattern 6

Introduction
PRO ideas
CON ideas
Conclusion

An introduction of a discussion essay in which you present the topic, making a general remark about it without giving your opinion;

A main body in which you present the points *for* and the points *against*, in separate paragraphs, supporting your arguments with details / examples;

A conclusion which includes your opinion (e.g. *In my opinion/view, I believe/think, etc.*) or a balanced summary of the topic.

*** Note: PROS (agreement) and CONS (disagreement)

Exercise 1: Reading a student essay

Read the essay below. Answer these two questions:

1. Which pattern of organization does the essay follow?
2. What rules does the title refer to?

Breaking the rules

College and high school students often look for shortcuts to make their work easier. To achieve a good grade, students are sometimes tempted to cheat. One of the most frequent ways of cheating is to buy essays off the Internet. This may result in a good grade. However, to my way of thinking, plagiarism is irresponsible from a social and academic standpoint.

Firstly, plagiarism is socially unacceptable. Students are expected by teachers and their classmate to do their own work. If a

student plagiarizes, he or she violates that trust. This may damage the relationship between the student and the teacher, as well as the relationship with classmates. I remember once when a student was discovered to have plagiarized his essay. We were mad that our classmate had lied to us. It was an embarrassment for everyone – the institution, the instructor and the student – to discover that he had been cheating all along.

Secondly, plagiarism is also wrong because it is against academic policy. Even though buying essays and presenting as your own may save time initially, this practice is against university rules. In fact, universities have ways to prove if students have plagiarized. Instructors can use software that compares a student essay and material on the Internet. This way, instructors can detect if a particular essay was copied. The consequences are very serious. I remember when one of my classmates started buying essays to prove that he was an excellent student. After the final exam, our instructor found his essay on a website and the student was expelled.

It is true that many students at community colleges have busy schedules and may have trouble completing their assignments on time. Some students may argue that because of their situation, they sometimes have no choice but to buy essays off the Internet. However, buying essays off the Internet should never be the solution. Instead, students might try to negotiate the deadline with the instructor. Furthermore, while writing may be a struggle for some students who feel that their writing is not good enough to receive an A, it is crucial that they do their own work. They may go to a writing center for help. Otherwise, if they plagiarize, they will not develop their own writing and critical thinking skills. As a result, they may not be prepared to pass the final exams. In the end, plagiarizing is harmful to a student's own academic success.

To sum up, I believe that university authorities should discourage plagiarism by making students more aware of the problems

it causes. Plagiarism damages classroom relationships. It also violates school policies and prevents students from realizing their own potential. If we do not stop plagiarism, many students will lose out on their education.

Exercise 2: Analyzing the student essay

A. Explore the ideas in the student essay above by answering the questions below in complete sentences.

1. Why do some students plagiarize?

.....
.....
.....

2. How would you describe the writer's personal feelings about people who plagiarize? What makes you say that?

.....
.....
.....

3. What are the negative effects of plagiarizing on students' learning skills?

.....
.....
.....

4. Do you agree or disagree with the writer? Write your opinion and reasons below.

.....
.....
.....

5. Did the writer influence your position? If so, which point influenced you the most?

.....

.....
.....
.....
.....
.....

B. Examine the organization of the essay by answering the questions below. Then compare your answer with a partner.

1. Circle background information.

2. Underline the thesis. Rewrite it in your own words.

.....
.....
.....
.....
.....

3. What kind of supporting details are used in body paragraph 1

and 2?

a. facts

b. causes and effects

c. statistics

d. an anecdote

4. In body paragraph 3, the writer presents an opposing opinion.
Rewrite it in your own words then identify the refutation.

.....
.....
.....
.....
.....

5. How many reasons has the writer restated in the conclusion?

Underline the reasons.

RHETORICAL FOCUS

Counter-Argument, Concession, and Refutation

The goal of an argumentative essay is to convince the reader of the writer's point of view. To make an argumentative essay strong, the

writer includes a counter-argument, a refutation and a concession.

- The counter-argument is the writer's opinion about the opposing point of view. It gives reasons why the writer's point of view makes sense. By including the counter-argument, the writer shows an understanding of the opposing point of view.
- In a concession the writer agrees that the opposing point of view is valid, but emphasizes how his or her argument is still stronger.
- The refutation is the writer's response to the counter-argument. In the refutation, the writer shows why the counter-argument is weak and his or her position is strong. The refutation may also address doubts the reader may have about the writer's position.

Look at the example below:

Counter-argument (opposing ideas): *Some students may argue that because of their situation, they sometimes may have no choice but to buy essay off the Internet.*

Concession: *I understand that students are under a lot of pressure to produce well-written essays in order to pass their classes, but this does not justify plagiarism.*

Refutation: *If they plagiarize, they will not develop their own writing and critical thinking skills. As a result, they may not be prepared to pass the final exams. In the end, plagiarizing is harmful to a student's own academic success.*

Exercise 5: Writing an outline

Study the sample outline of the topic below: Should each town possess its own university?

One example of an outline:

Thesis: It is not a good idea to open a university in every town for some reasons.

Argument 1: staffing problems

Support 1: lacking qualified teachers

Support 2: lacking willingness to go

Argument 2: financial difficulties

Support 1: building facilities

Support 2: providing services

Counter-argument and Refutation

Counter-argument: A university will contribute to economic and socio-cultural development of host town

Refutation: A university wrestling with its own economic and socio-cultural problems cannot contribute to development of host town

Review your brainstorming ideas and freewriting exercise. And use the chart to write an outline for an argumentative essay about whether or not you think it should be legal to download or share copyrighted material from the Internet. This outline follows organization pattern 1; however, it doesn't matter if you prefer other patterns.

Thesis statement:

.....

Argument 1:

.....

Support 1:

.....

Support 2:

.....

Argument 2:

.....

Support 1:

.....
Support 2:

Counter-argument and Refutation

Counter-argument:

Refutation:

STEP III. DEVELOPING IDEAS AND WRITING THE FIRST DRAFT

Before writing the first draft for the in-class essay topic, you have to do some exercises focusing on different parts of an argumentative essay.

INTRODUCTION

There is an argument that exploring space is a waste of money and that there are more urgent needs to be addressed on earth, such as reducing poverty and preventing environmental destruction. However, I completely disagree with this opinion for two reasons.

Background information:.....

Thesis statement:

Background information

Background information gives a broader picture of the issue and why it is important. It can give details about the history of the people involved: what they want, and how it affects them.

How you write the background information in an argumentative essay is similar to that in other types of essay (cause-effect, comparison and contrast...) learnt in previous semesters.

Thesis Statement

- The thesis statement in an argumentative essay states clearly which side you are for (Except for the discussion essay, both sides must be clearly stated in the thesis statement):

✓ *Learning by doing is a better way to learn a language.*

✓ *Beating children brutalizes parents, damages the parent-child relationship, and is completely unnecessary.*

✓ *Smoking in public areas should be banned.*

✓ *In my opinion, stem cell research should receive the full support of our government.*

✓ *For several reasons, which I will list below, I agree with those people who think that money is an indicator of success.*

- A thesis statement often mentions the opposing point of view. Notice that the writer's opinion is expressed in the main (independent) clause, and the opposing point of view is normally put into a subordinate clause.

SUBORDINATE CLAUSE

Although there are certainly reasons to be cautious with stem cell research or any new technology, **I believe that its potential benefits far outweigh its dangers.**

MAIN (INDEPENDENT) CLAUSE

LANGUAGE FOCUS

Useful expressions for giving opinions

To my mind/To my way of thinking,...

It is my (firm) belief/opinion/view/conviction (that)...

In my opinion/view...

My opinion is that,

I (firmly) believe ...

I (definitely) feel/think that...

I am (not) convinced that...

I am inclined to believe that...

I (do not) agree that/with...

It seems/appears to me...

It strikes me that...

As far as I am concerned,...

The use of verbs in the thesis sentence: analyze, look at, examine, discuss, outline, consider, describe, focus on, decide

Examples:

I will outline some of my objections to arranged marriages.

I will discuss whether large families are better than smaller ones.

In this essay, I will outline the arguments for and against sex education in schools.

The omission of "I":

This essay looks at ideas in favour of and against early marriage.

The use of strong voice:

Sometimes you don't need a "will" or "going to". Your thesis statement is so strong that it is clear what your opinion is.

Beating children brutalizes parents, damages the parent-child relationship, and is completely unnecessary.

Exercise 1:

I. Add an opposing point of view to each of the following thesis statements. If necessary, rewrite the part of the sentence that is given to you. The first one has been done for you as an example.

1. Doctors or family members should never be allowed to "pull the plug."

Although some people believe that doctors and family members should never be allowed to "pull the plug," I believe that it is sometimes more humane to do so.

2. The sale of CDs with songs containing lyrics that degrade women should be prohibited.
3. Television is the worst invention of modern times.
4. Environmental protection laws go too far.
5. The advertising industry performs many public services.
6. Choose your own topic. Then write a thesis statement that expresses both sides of the issue.

II. For each topic, write a *pro* (for) thesis statement and a *con* (against) thesis statement related to the topic.

Example:

Topic: Women in the military

Pro thesis statement: In a society where women are chief executive officers of companies, leaders of nations, and families breadwinners, there is no reason why they should not play an active role in the military.

Con thesis statement: Women should not be allowed to fight in the military because they do not have the strength or endurance required in combat.

1. Using animals in disease research
2. Space exploration
3. Smoking in public buildings

**III- Compare the three introductory paragraphs below.
Which one is the best? Why?**

If countries are serious about solving traffic problems, they should tax private cars very heavily and use the money to provide free or very cheap rail travel. To what extend do you agree with the above?

Introduction 1

Many nations are facing massive traffic congestion in their cities. This both makes travel difficult and causes environmental damage. In order to solve this problem, it is necessary to establish alternative transport systems such as railways. In my opinion, the best way to finance the development of public transport is to tax car drivers.

Introduction 2

Motor cars were invented at the end of the last century and have developed greatly over the last 100 years. In many countries, families have two cars and sometimes even three. As there are so many cars on the road, there are often traffic jams on major roads. It can take hours to complete a short journey at peak times in some major cities. Many attempts have been made to solve the problems of bad traffic. These include limiting the times cars are allowed to drive in certain areas and making cars carry a certain number of passengers. These schemes have met with varying degrees of success.

Introduction 3

Many people say that if countries are serious about solving traffic problems, they should tax private cars very heavily and use the money to provide free rail travel.

IV. Choose 1 topic in part 1 to write the whole introduction (including the thesis statement already written).

BODY (2-4 paragraphs)

Body Paragraph 1

Topic sentence: _____

Supporting details: _____

Sample:

Travelling by train has a lot of advantages.

→ Topic sentence

First of all, it is comfortable as trains are spacious; therefore, there is plenty of room to walk about. What is more, trains are convenient. For example, you do not have to take any food or beverages with you because most trains have a restaurant. Finally, when you travel by train, you reach your destination fairly quickly.

Supporting sentences

Exercise 2: Read the body paragraphs of the sample essay again. Then,

- circle the transition words and underline the topic sentences.
- replace the transition words with other synonymous ones.

LANGUAGE FOCUS

Useful transition words

To list points:

The first reason is

First of all,/ To start with,

The second reason is

Secondly,

The third reason is

Thirdly,

The third and most important reason is

Finally,

Another reason is

On the other hand,

On the contrary,

The final reason is

One major advantage of,

One major disadvantage of,

A further advantage

One point of view in favor of/against

In the first place

Last but not least

While it is true to say that

To add more points to the same topic:

What is more

Furthermore

Also

In addition to

Besides

Apart from this

Apart from that

To make contrasting points:

On the other hand

However

In spite of

While

Nevertheless

Despite

Even though

Although

It can be argued that

One can argue that

Yet

But

Counter-Argument, Concession, and Refutation

Useful expressions for pointing out opposing arguments (CONs)

Opponents/proponents/critics of this idea claim/maintain that ...

Those who disagree/are against these ideas may say/assert that ...

Some people may disagree with this idea.

It is sometimes/often argued that...

Useful expressions for stating specific reasons

The put forward this idea because ...

They claim that ... since ...

- In a concession the writer agrees that the opposing point of view is valid, but emphasizes how his or her argument is still stronger.

Useful expressions for signaling concession

Granted,

Indeed,

It is a fact / true that...

- The refutation is the writer's response to the counter-argument. In the refutation, the writer shows why the counter-argument is weak and his or her position is strong. The refutation may also address doubts the reader may have about the writer's position.

Useful expressions for reaching the turning point

However,

But (in fact / as a matter of fact / it is a fact that...)

Yet (in fact / as a matter of fact / it is a fact that...)

Nevertheless,

On the other hand,

When refuting the opposing idea, we may use the following strategies

- *compromise* but prove that their argument is not powerful enough:

They have a point in thinking like that.

To a certain extent they are right.

These arguments seem to make sense....

These arguments have some validity, ...

This is partly true, then again, ...

Perhaps this is true, but it cannot be denied that...

- *completely disagree:*

After seeing this evidence, there is no way we can agree / I strongly disagree with what they say.

Nothing could be further from the truth.

- *say that their argument is irrelevant to the topic:*

What we are discussing here is not what they are trying to prove.

Their argument is irrelevant

Exercise 3: Write two or three supporting arguments for each thesis statement. These supporting arguments then can be the topic sentences of the body paragraph. Notice that two of the thesis statements state only the writer's point of view, and two state both sides of the argument.

1. Censorship of the arts is always wrong.

a. Freedom to express oneself is a fundamental right stated in the U.S. Bill of Rights.

b. Public morality is relative – what is objectionable in some cultures is acceptable in others.

c. Many masterpieces – books, sculptures, and paintings – would be banned.

2. Physical education classes teach children important skills that they need in life.

a. _____

b. _____

c. _____

3. Violence in video games, movies, and television programs should be abandoned.

a. _____

b. _____

c. _____

4. Engaged couples should be required to take marriage preparation classes for one full year before their wedding.

a. _____

b. _____

c. _____

5. Your own topic: _____

a. _____

b. _____

c. _____

Exercise 4: Study the thesis statement and the arguments (topic sentences for the body paragraphs) below. Then write supporting sentences for each argument (You can use facts, causes - effects, statistics or an anecdote (a story)).

Young children are more negatively than positively affected by using a computer every day.

a. Daily computer use can have negative effects on a child's social development.

b. The main concern about children using computers is the type of activities that attract them.

c. (your own idea)

Exercise 5: Counter-argument, concession and refutation

I. Read the sample essay again. Which body paragraph gives a refutation of the counter-argument?

II. Write *R* for each argument showing a refutation and *C* for each item showing concession.

1. Many people like the new technology of digital cameras. However, a number of artists like me feel that digital film is inferior to regular film.

2. Too many consumers think it is acceptable to use credit cards to buy more than they can afford. Unfortunately, if they continue to overspend year after year, they will become hopelessly in debt.

3. Large automobiles are popular in the United States, but they are using up our oil reserves, which are non-renewable. Therefore, only small cars should be produced.

4. Movie companies outside of the U.S. use American music recorded in the 1940s and 1950s but believe that they should not have to pay for permission. This seems reasonable since this music has been around for such a long time.

III. Read each statement below. Underline the counter-argument. Circle the writer's refutation.

1. Train travel may be inexpensive and relaxing; however, airplanes are a much more important means of transportation because they are fast and efficient.

2. Most people agree that a traditional home-cooked meal is best, but they have to admit that convenience and low cost is making fast food more popular with students.

3. While some people believe that online course will never be as popular as traditional classrooms, technology, cost, and convenience are increasing the demand for online instruction.

4. Some people criticize credit cards for causing debts; however, it is the irresponsibility of consumers, not credit cards , that cause credit card debt.

IV. Gives a refutation of the counter-argument in paragraph 5.

"State benefits should be available to all." Do you agree?

George Bernard Shaw once wrote, "The greatest of evils and the worst of crimes is poverty." The question is why the homeless, the disabled and the elderly should be treated like criminals by the state rather than be given the help and services they rightfully deserve. I believe that all people in need should be given help and support by the state.

In the first place, I think it is wrong to deny state benefits to any person in need. It **seems to me** totally unfair that a homeless person should be denied state benefits simply because he or she has no fixed address. **In effect**, the homeless person is being punished for being homeless, **whereas** state benefits would allow that person to find and maintain a home.

In addition, it is not only the homeless who suffer from lack of state aid but the handicapped are also neglected. **Although** all disabled people are entitled to state benefits, many are unaware of the range and variety of benefits they could be receiving in order to improve the quality of their lives. **This is a result of** the complexity of the state system and the lack of clear information about benefits. **It appears that** these people are suffering for the simple reason that the state does not care enough to make information freely available to those who are **clearly in need of** financial help.

Furthermore, the elderly are another sector of society who suffer both from lack of information and lack of concern. It is often

the case that medical benefits are denied simply because a person is not visibly or dramatically ill, whereas in fact this person is in need of additional benefits in order to maintain a reasonable level of health. Such people obviously deserve to receive all the benefits they are entitled to.

There are those who argue, on the other hand, that many people receive state aid although they do not deserve it.....

.....

.....

.....

.....

.....

.....

To sum up, it would seem that benefits should be available to all who deserve them, and that clear information should be made available to all who may be in need of help. It is the responsibility of the state to give all its citizens the chance to lead productive and healthy lives.

CONCLUSION

The conclusion is the last part of the essay and it is the part that the reader may remember most. It should be clear and avoid confusing the reader. The reader expects the conclusion to do some or all of the following:

- rephrase the question
- summarize the main ideas
- give your opinion, if you haven't given it already
- look to the future (say what will happen if the situation continues or changes)

The reader DOES NOT expect new information in the conclusion. Never add a new idea just because you have thought of it at the end!

Vocabulary is Important: The conclusion is very similar to the introduction. However, you should avoid repeating the same words. This is why a few minutes spent at the start of the exam writing down synonyms (words with the same meaning) and related words is very helpful.

LANGUAGE FOCUS

Useful expressions to signal conclusion

<i>To sum up,</i>	<i>To conclude ...</i>
<i>On balance,</i>	<i>In conclusion</i>
<i>It seems that</i>	<i>In my view ...</i>
<i>All in all,....</i>	<i>I believe ...</i>
<i>All things considered,</i>	<i>On the whole,</i>
<i>Taking everything into account,</i>	<i>Above all,</i>
<i>As was previously stated,</i>	

Exercise 5:

I. Look at the conclusion of the model essay again. Answer these questions:

a. Does the conclusion use any of the four techniques described above? Which one?

b. Which sentence in the conclusion restates the thesis (from the introduction)?

II. Write a conclusion for the following essay whose introduction and body paragraphs are provided.

REALLY BUSY?
WE KNOW THE FEELING.



An answer to a much need, we are always looking for
products to simplify life and please your child.
At Babyease.net, we carry diapering bags and an snack menu.
Come to us for innovative baby products.

WWW.BABYEASE.NET

WORKING MOTHERS HAVE POSITIVE EFFECTS ON THE FAMILY

More and more women work outside the home today, which affects many people positively or negatively. Germaine Greer, the Australian feminist, said, "Most women still need a room of their own and the only way to find it may be outside their own homes." If it is true, can it be done without having a negative effect on the family?

One point in favour of mothers working is that their children often learn to be independent from an early age, which can only be help them in the future. Also, in many families, the man's salary alone is not enough to cover all household expenses. Thus, the need for extra income arises, and the woman has to work. Moreover, working outside the home gives a woman a sense of her own personal identity and self-confidence. A woman who stays at home will always be known as "John's wife" and not as a person in her own right.

On the other hand, child care is expensive. Therefore, a large proportion of the money a working mother earns will be sent on childcare. What is more, if both parents are out working all day, they only see their children for a few hours in the evening. This can have a negative effect, as children may start to see their parents as strangers. Finally, working mother usually has to look after both the children and home in her spare time, so she is actually doing two jobs instead of one, which can be very tiring. She may also miss out on important events in her children's lives, such as their first words.

- a.

Exercise 6: Writing a first draft

Review your outline. Then write your first draft of a five-paragraph argumentative essay about downloading and sharing music off the Internet again.

STEP IV. EDITING YOUR WRITING AND WRITING THE FINAL VERSION

Now that you have written your first draft, it is time to edit. Editing involves making changes to your writing to improve it and correct mistakes.

Exercise 1: Peer editing a first draft

After you write your first draft, exchange it with a partner. Answer the questions on the checklist. Write comments or questions for your partner. Then read your partner's comments about your first draft and revise it as necessary.

Editor's checklist

Put a check as appropriate.

- 1. Does the essay have four to six paragraphs?
- 2. Does the essay have a thesis statement that identifies the writer's point of view?
- 3. Do the body paragraphs include topic sentences that support the writer's position?
- 4. Does the body contain a counter-argument with either a concession or a refutation?
- 5. Do the details in the body paragraphs support reasons stated in the topic sentences?
- 6. Does the conclusion restate the thesis in different words, make a prediction or state the issue in a broader context?
- 7. Does the essay contain appropriate transition words?

Editing involves correction in both grammar and ideas. You need to know the language appropriate for an argumentative essay.

Exercise 2: Showing contrast and concession.

Add a main clause to the following adverbial clauses to create sentences that show contrast or concession. Check your punctuation carefully.

1. while some people prefer to buy name-brand drugs

While some people prefer to buy name-brand drugs, others choose generic brands because they are cheaper.

2. whereas some people like to go to a movie theatre

.....
.....

3. even though baseball is the most popular sport in America

.....
.....

4. while shopping online is very convenient

.....
.....

5. although air travel is expensive

.....
.....

LANGUAGE FOCUS

Noun clauses

Noun clauses are dependent clauses that function as nouns in a sentence and are connected to a verb phrase. They have a subject and a verb but do not express a complete idea by themselves.

I believe what he told me

I demand that he apologize.

Noun clauses with What

We can use noun clauses that begin with what to express thoughts or opinions.

- A noun clause with what can be the subject or object of a sentence.

What he told me is not true.

subject

I do not believe what he told

object

Noun clauses with that

Noun clauses with that can be used to express an opinion or give a recommendation.

- Noun clauses with that can follow a verb phrase or an adjective.

- That can generally be omitted.

I believe (that) the strike will go ahead,

- When the noun clause follows the adjectives *important*, *crucial*, *mandatory*, *vital*, and *essential* or the verb *suggest*, *advise*, *demand*, *insist*, *purpose*, *argue*, and *recommend*, the verb in the noun clause is always the base form.

It is vital that you finish the job by Friday.

I suggest she wear a different dress to the party.

Exercise 3: Identifying noun clauses

A. Underline the noun clause in each sentence. Circle the verb phrase in the main clause.

1. It is crucial that companies provide health insurance benefits.
2. What they decided to do is ridiculous.
3. It is essential that you check the painting's authenticity.
4. We advise that you buy jewelry only from reputable dealers.
5. The board demands that the school hire master teacher.

6. I don't agree with what he said.

B. Look back the student essay *Getting free cable*. Find four sentences with noun clauses. Then write the sentences below.

1.

.....

2.

.....

3.

.....

4.

.....

Exercise 4: Creating noun clauses

Complete each finished sentence so that it has the same meaning as the statement printed above it. Use noun clauses with *that*.

1. The students want the college to add new math courses to the curricula.

-> The students think that *the college should add new math courses to the curricula*.

2. The city residents want the mayor to lower the fare for public transportation.

-> The city residents recommend

3. The community should provide after school programs for teenagers.

-> Parents believe

4. The government must offer free health care for all citizens.

-> It is crucial

5. Most employers want their workers to arrive on time.

-> Most employers insist

Exercise 5: Editing a paragraph

Read the paragraph and correct six mistakes, including mistakes in adverbial and noun clauses and two punctuation mistakes.

Identify theft occurs when someone steals your name, social security number, or credit card number and uses it for his/her own purposes. Although most people feel safe from identity theft thousands of people each year fall victim to this new form of crime. We recommend that you to protect yourself from this hideous crime. Do not disclose personal information (like your social security number) to strangers. Destroy all unused bank and credit card statements. Keep an eye on your credit cards. Although credit cards make life easier you need to be cautious when using them. In case you become a victim of identity crime, follow these steps. We advise that you should file a police report as soon as you realize that something is wrong. It is crucial that you to notify your credit card companies and bank immediately. We also suggest that you could keep records of all your documents in a safe place. Therefore, if you become a victim, you will have all the necessary information to facilitate the filing process.

Exercise 2: Editing your first draft and rewriting.

Review your essay for mistakes. Then write the final draft.

PUTTING IT ALL TOGETHER

In this part of the unit, you will write a timed essay to improve your fluency, and explore topics for further writing.

TIMED WRITING: 60 minutes

Write a five paragraph essay on whether or not you think new technology such as cell phones, computers, and DVDs benefit our society. Before you begin to write, review the suggested time management strategy below.

Step 1: Brainstorming (5 minutes)

Write down ideas and vocabulary for your essay on a separate piece of paper. List three reasons that support your position. Then list as many details as you can to explain each reason.

Step 2: Outlining (5 minutes)

Write your outline for your essay in the form below.

Thesis statement:

Argument 1:

Support 1:

Support 2:

Argument 2:

Support 1:

Support 2:

Counter-argument and Refutation

Counter-argument:

Refutation:

Step 3: Writing (40 minutes)

Use your brainstorming notes and outline to write your first draft on a separate piece of paper.

Step 4: Editing (10 minutes)

When you have finished your first draft, check it for mistakes, using the Editor's checklist in Step IV.

TOPICS FOR FURTHER WRITING

Choose one of the following topics and write an argumentative essay.

1. In some countries, many more people are choosing to live alone nowadays than in the past. Do you think this is a positive or negative development?
2. Many people believe that lying is always wrong, no matter what the situation. Do you agree or disagree?
3. Some people believe that university students should be required to attend classes. Others believe that going to classes should be optional for students. Which point of view do you agree with? Use specific reasons and details to explain your answer.
4. Although more and more people read news on the Internet, newspapers will remain the most important source of news. Do you agree or disagree?
5. Some people believe that studying at university or college is the best route to a successful career, while others believe that it is better to get a job straight after school. Discuss both views and give your opinion.
6. Some people believe that hobbies need to be difficult to be enjoyable. To what extent do you agree or disagree?

APPENDIX

Some more vocabulary suggestions

Introductory expressions

The graph / table shows / indicates / illustrates / reveals / represents

It is clear from the graph / table

It can be seen from the graph / table

As the graph / table shows,

As can be seen from the graph / table,

As is shown by the graph / table,

As is illustrated by the graph / table,

From the graph / table it is clear

Concluding expressions

To conclude

To summarize

In conclusion

In summary

In general

In short

Time expression

In for during from – to / until

between – and before after

in:

In 1999... In the 20th century... In the first ten years...

there was a significant increase in production

for:

For the first six months... For twenty years...

the number of employees remained the same.

during:

During the first six months... During the first half of this century...
During the remainder of the year...

production was slowing down, while imports increased.

from – to / until:

From August to / until November... From 1950 to 1960...

there was no change in energy use.

between – and

Between 1950 and 1960...

there was no change in the rate of fuel consumption.

before / after:

Before 1960 *the number remained small*, but after 1965 *there was a sudden increase*.

around / about:

Around / about 1980 *there was a change in the number of female part-time employees.*

by:

By the late 19th century *the rural workforce had declined significantly.*

at:

At the end of the last century *there was a sharp increase in manufacturing.*

since:

Since the 19th century *there has been a steady decline.*

Other useful expressions are:

(in) the period from to

(in) the period between and

in the first/last three months of the years.

over the period to

over the next years/decades/ quarter of a century

over a ten year period
throughout the 19th century
from that time on
after that
then
in the 1980s

Related words

be	make up	consist of
constitute	comprise	amount to
equal	account for	represent
include	record	reach
stand at	become	

Mathematical expressions

half n.	halve vb.	double n. / vb.
triple n.	treble vb.	threefold adj.
quarter n. / vb.	multiply vb.	divide vb.
average adj. / vb. / n.	total adj. / vb.	partial adj.
equal adj. / n.	fraction n.	

Common adjectives

high / low: *a high / low percentage*

large: *a large number*

great: *a great number*

significant: *a significant number / percentage / amount*

considerable: *a considerable amount / increase*

substantial: *a substantial increase / decrease*

major: *a major increase / decrease*

remarkable: *a remarkable increase*

steady: a steady decrease

widespread: the widespread consumption

Common adverbs

over: over 20%

under: under 5000

just over / under: just over / under 50 000 people

around / about: around / about 50%

approximately: approximately 25%

slightly: slightly more than half, slightly over 40%

marginally: a marginally smaller percentage

significantly: significantly fewer women

close to: close to half

considerably: considerably more exports

substantially: substantially less traffic

almost: almost exactly twice as many

Similarity and contrast

Similarity can be shown by using:

Similarly	likewise	equally
In the same way	the same	in a similar way / fashion
Both ... and ...	as well as	not only ... but also
Also	too	like x, y...
As...as...	just as x, y...	just as x, so y...

Contrast – which is more common – can be expressed by using:

but	while	in contrast to
however	whereas	by contrast
nevertheless	although	instead of
yet	even though	apart from

on the other hand as opposed to except for
unlike

Contrast can also be shown by using specific verbs, adjectives and nouns:

Verbs:	Adjectives:	Nouns:
compare (with/to)	compared (with/to)	comparison
contrast (with)	contrasting	In comparison with contrast
differ (from)	different (from)	In contrast to difference (between)
differentiate (between)		
distinguish (between)	distinct (from) as distinct from	distinction (between)
resemble	same the same as similar (to)	resemblance (to/with) similarity (with) variation (between)
vary (from/between)		
change (from /to)		change (from)

Graphs as landscape

Because of the appearance of the graph, the following geographic and descriptive expressions are often used to describe graphs:

Nouns:

Peak	trough	top	bottom
Drop	fall	highest/lowest point/level	

Adjectives and adverbs:

Steep(ly)	sharp(ly)	steady/steadily
gentle/gently		
Dramatic(ally)	high	low

Verbs:

Climb	plunge	level off	drop
Fall	rise	mount	
increase	go up	rise	grow
expand	double	multiply	jump
climb	gain	raise	accelerate
develop	escalate		
decrease	go down	fall	drop
decline	reduce	shrink	lessen
lower	contract	slow down	deplete
diminish	level off		
remain / stay the same / unchanged / steady / stable / constant			
fluctuate	vary		

Adjectives showing amount, emphasis and time

Amount:

small	slight	limited	marginal
minor	partial	restricted	
large	great	substantial	enormous
extensive	extreme	major	numerous
vast	widespread		

Emphasis

Considerable	dramatic	major	marked
Notable	noticeable	sharp	significant
Striking	strong	substantial	insignificant
Minor	slight	consistent	moderate

Time

Slow	gentle	gradual	steady
------	--------	---------	--------

Constant fluctuating rapid fast
Sudden quick

Two sides of an argument

Give the other side's opinion, and then give YOUR opinion

Give the other side

- Some people think that...
 - Although many people feel that...
 - It is claimed that...
 - Some people feel that...

One sentence (While, although)

- While it is true that.... ... **I believe...**
 - **Despite the fact** that millions of people die every year from lung cancer, **many people think** it is cool to smoke.
 - **Although** many people think that...., **I feel** that
 - **Although** it is often said that..., **in fact** the opposite is true

Two sentences

- It is undoubtedly true that... ...However...
 - It is often argued that... However, it is
 - Some people say that... However, I feel...
 - Supporters of this viewpoint say that... However, it is

Giving Opinions

- To my mind/ To my way of thinking,...
 - It is my (firm) belief/opinion/view/conviction (that)
 - In my opinion/view... / My opinion is that...
 - I (firmly) believe... / I (definitely) feel/ think that...
 - I am (not) convinced that... / I am inclined to believe that...
 - I (do not) agree that/ with... / It seems/ appears to me...

- It strikes me that... / As far as I am concerned,

Stating counter-arguments

Some people argue/claim that ... But more often than not, the opposite seems to be the case. (Maybe it is just the other way around.)

There is probably some truth/a certain plausibility in the arguments/ideas, but they ignore a deeper and more basic/important fact that ...

A closer examination/analysis, however, indicates/suggests that the argument/assumption may not be supported/borne out by the fact.

As opposed to/Contrary to/In contrast to the widely/commonly held/accepted belief/assumption that ..., new facts/studies cannot/fail to justify the opinion.

Some people object to the idea on the grounds that ...

The great problem with this argument/view is that it is ignorant of the bare/basic fact that ...

The obvious/serious flaw/drawback in the view/remark is that it fails to take ... into consideration.

There is absolutely no reason for us to believe/accept that ...

Although everyone believes that ..., I doubt/wonder whether the argument bears much analysis.

Although the commonly accepted belief/assumption is that ..., a recent investigation/close examination indicates/demonstrates that ...

Although it is widely/commonly held/accepted that ..., it is unlikely to be true that ...

People tend to think/maintain/argue/believe that ...

They may be right/correct in saying/asserting that ..., but they seem to neglect the fact that ...

It is perhaps true that ..., but one vital fact/point is being left out of our consideration.

It is a common belief that ... Unfortunately/But, ...

It is true that ..., but it does not follow that ...

Some people propose/suggest/advocate that ... But what these people fail to take into consideration is that ...

Some people argue that ... But this argument does not work.

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